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ABSTRACT

This document is comprised of the one issue in volume 6 of "Bridges," a publication produced by the California Head Start-State Collaboration Office to detail the activities of the educational partnership and to provide relevant information to programs participating in the partnership. The Summer 2001 issue focuses on providing practitioners with resources to assist in professional development. The issue presents the Professional Growth and Development Resource Matrix, including narrative descriptions and contact information for various agencies, programs, and associations that provide opportunities for professional growth. The child development permit and renewal process is also described. Information is provided on professional associations, including area sections and local chapters. In addition, contact information is listed by county for child and families commissions, local planning councils, local quality consortia, offices of education, and resource and referral agencies. The issue also delineates regional resources, including child development training consortia and universities and colleges. California's compensation and retention initiative is described and the services provided by regional resources centers delineated. The dilemma of whether family child care providers are legally viewed as employees or independent contractors when they partner with a Head Start agency is also discussed. (KB)

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BRIDGES

California Head Start-State Collaboration Office

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Michael Zito, Editor

Volume 6, No. 1, 2001

PS 029891

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BRIDGES

CALIFORNIA HEAD START–STATE COLLABORATION OFFICE

Message from the California Head Start–State Collaboration Office

by Michael Silver, Director, and Michael Zito, Coordinator

In *Bridges* we try to link you to resources we believe may assist you in providing the highest quality, coordinated, and comprehensive services you can to the families you serve. Recent issues have focused on providing resources for serving children with social–emotional difficulties; gaining access to low- or no-cost health insurance for families; navigating the system of services for children with developmental challenges; and sharing ideas for how agencies can work together to provide families with the full-day services they increasingly need. This issue is focused on providing you with resources to assist in your professional development—whether you are already in the field or are considering a career in early education.

As you probably know, one of the biggest challenges to improving the quality of early care and education programs is the recruitment and retention of well-qualified teaching staff. According to the National Education Association, "How children learn and are cared for before entering kindergarten makes a huge difference in how well they perform in school." But early child education is one of the lowest paid professions in the country. And that fact has a direct impact on the quality of early education programs because qualified, experienced staff seek higher paid positions in kindergarten-through-grade-twelve classes or elsewhere.

Although the staff of *Bridges* cannot solve the wage problem, we can alert you to other resources, some financial, to assist with the professional growth, development, and retention of early education providers. To do this, we are pleased to provide in this issue "The Professional Growth and Development Resource Matrix." The matrix, developed by the Child Development Training Consortium in cooperation with the California Head Start–State Collaboration Office (CHSSCO) and the California Head Start Association, has a wealth of information intended to provide you as early care and education teachers, administrators, and others with tools to enhance your professional and personal development. We hope you find it useful.

Although the staff of Bridges cannot solve the wage problem, we can alert you to other resources, some financial, to assist with the professional growth, development, and retention of early education providers.

Other articles deal with the California Early Care and Education Employee Compensation and Retention Initiative, regional resource centers, family child care homes linked to Head Start, local planning area partnerships, and a message from the California Head Start Association.

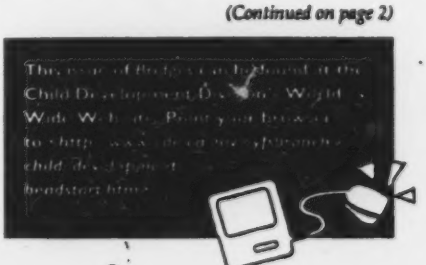
News from the California Head Start Association

Greetings from the California Head Start Association! We are pleased this issue of *Bridges* is dedicated to the topic of professional development. As agencies from Yreka to El Cajon expand their services, the challenge to "grow" a professional, well-trained staff remains critical as we seek to retain the high standards for our children and families in Head Start.

The California Head Start Association (CHSA) is dedicated to supporting the development of Head Start professionals. Our most recent conference in Oakland provided a number of learning opportunities for a wide variety of staff and parents involved in the delivery of Head Start programs. In addition, CHSA is pleased to be working this year in partnership with Development Associates/Quality Improvement Center (QIC) to expand the training for programs on the "Head Start Child Outcomes Framework," issued by the Head Start Bureau, and on the state's Desired Results outcome-based system.

Over the past few months, CHSA has hosted roundtable discussions on Head Start collaboration in partnership with CHSSCO and Development Associates/QIC. Four meetings have been held around the state to dialogue with the field on the state of program collaboration and partnerships. Based on the results of these meetings, CHSA will produce a fact sheet for use in policy development, expansion of

(Continued on page 2)



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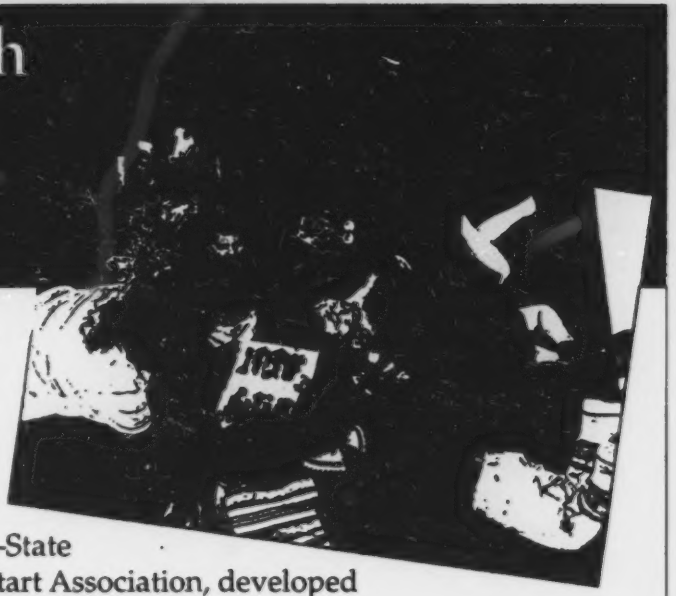
Professional Growth and Development Resource Matrix



Early care and education professionals in California often have difficulty finding training and educational opportunities and resources to assist them in their professional growth. To provide a needed resource, the Child Development Training Consortium, in collaboration with the California Head Start–State Collaboration Office and the California Head Start Association, developed the "Professional Growth and Development Resource Matrix."

This Resource Matrix includes narrative descriptions and contact information for various agencies, programs, and associations that provide opportunities for a person to continue his or her professional growth. The narratives are taken from the Web site or printed brochure or handouts of the programs or services and are presented without official endorsement.

The Child Development Permit Matrix included here was developed by the California Commission on Teacher Credentialing. The Permit Matrix is recognized throughout California as a process that individuals can use to establish a clear career path for professional growth. Each of the six levels of the Permit Matrix requires specific education and experience or alternative qualifications (see the Child Development Permit Matrix—with alternative qualification options indicated).

Since the implementation of the Permit Matrix in 1997, thousands of early care and education professionals have obtained their initial permit and have upgraded to a higher permit level as they have grown professionally. The renewal process for the Child Development Permit and the system of matching position levels in agencies, programs, and associations to the levels indicated in the Permit Matrix are also discussed.

Every effort was made to include as many resources as possible. The omission of an agency, program, or resource is because its existence is not known to the authors or because the information was not available prior to publication.

It is hoped that the Resource Matrix will be a beneficial planning tool for all early care and education professionals. For further information contact Cathy De La Mare, Professional Growth Project Manager, Child Development Training Consortium, at (209) 341-1661; e-mail: <*delamarec@yosemite.cc.ca.us*>.

The resource information is organized as follows:

Child Development Permit Matrix and Renewal Process

Programs and Services

Professional Associations

Resource Directories

News from the California Head Start Association

(Continued from page 1)

training, and support for the California Head Start community. Meetings were held in Marin, Santa Barbara, Los Angeles, and Riverside Counties.

To ensure continued success we provide our Web site <*http://www.ca-headstart.org*> as an easily accessible base of knowledge and a forum for sharing thoughts and ideas. We encourage you to check it regularly and let us know how we are doing. At the site you will find general information and specific items, such as our updated strategic plan developed at the Board's retreat in April 2001. In addition, our site provides links to many other Web sites critical to the Head Start community.

Finally, it is important for all of us to remain up-to-date with proposed changes to the Head Start system. Please keep in close contact with our state office, telephone (916) 444-7760, to hear the latest news from Sacramento as it relates to collaboration, state legislation, and California's involvement in the national Head Start agenda.

"Coming Together"—to foster a unified and strong voice in California for our children, families, and staff.

Sincerely,
Raymond Hernandez,
CHSA President, 2000-2002

Child Development Permit Matrix and Renewal Process

Early care and education professionals working in Title 5 and other child development centers can take advantage of the child development permits and their inherent career-ladder matrix established by Senate Bill (SB) 1924 of 1996. The child development permits, issued by the California Commission on Teacher Credentialing, provide a career ladder and renewal process for new and existing permit holders. The permit matrix contains six levels of permits: assistant, associate teacher, teacher, master teacher, site supervisor, and program director. An applicant must successfully complete the specific educational and experience requirements to achieve each permit level.

The educational requirements for individual permit levels vary. They may include one class in each of the four general education categories: English/language arts; mathematics and science; social sciences; and humanities and fine arts. Graduation requirements for general education classes must be met. In addition, applicants must complete core courses in child development. The child development courses include child/human growth and development; child, family, and community, or child and family relations; and programs/curriculum. All course work must be completed with a grade of C or better to satisfy permit requirements.

The experience requirements for permits also vary. For example, individuals working at the assistant level need no experience, but individuals at the teacher level must have worked with children three or more hours per day for 175 days within the last four years to be eligible for site supervisor status. A site supervisor must work at the site supervisor level for one program year to move into the program director level.

Child development permit holders, with the exception of those at the associate teacher level, must meet the requirements of the five-year professional growth renewal cycle as stated in the California Commission on Teacher Credentialing's *California Professional Growth Manual for Child Development Permits*. The following statement is found in the Introduction of the manual:

> The Commission strongly believes that an educator's professional growth should be guided by goals and priorities that relate to enhanced competence, performance, and effectiveness in the education of students and that it should be planned as cohesive sequences of activities. The Commission also believes that professional educators benefit from a collegial process of consultation regarding their professional goals, priorities, and needs. Such collegial consultation should be available for educators when they conceive and develop their professional growth plans. Individuals who must complete professional growth activities for the renewal of their permit should consult with colleagues who qualify as advisors for help with the development of growth goals, priorities, and plans on an ongoing basis.

The commission recognizes the importance of collegial consultation and encourages permit applicants to seek the advice of colleagues and professional growth advisors.

The renewal process applies to child development permits issued after February 1, 1997. With the exception of associate teachers, permit holders must do the following during the five-year renewal cycle:

1. Obtain and read the requirements stated in the *California Professional Growth Manual for Child Development Permits*. The manual is available at no cost by calling the commission at 1-888-921-2682 or e-mailing the commission at <*credentials@ctc.ca.gov*>.
2. Meet with a professional growth advisor to develop professional growth goals and complete the Professional Growth Plan and Record found on pages 37 and 38 of the manual. Permit holders can locate a professional growth advisor in their area through the Child Development Training Consortium Web site at <*http://www.childdevelopment.org*>.
3. With the guidance of the professional growth advisor, choose activities falling within at least two categories listed in Categories of Acceptable Activities for Child Development Permit Holders on pages 13 through 15 of the manual.
4. Complete the required 105 clock hours of professional growth and have the hours verified by a professional growth advisor. Finalize the Professional Growth Plan and Record.
5. Contact the Child Development Training Consortium at (209) 572-6080 for information on obtaining a permit renewal application and the processing fees.
6. Submit the completed permit application for permit renewal.
7. Receive the renewed permit and begin the renewal cycle again.

To renew the associate teacher permit, the permit holder must complete an additional 15 semester units satisfying the requirements of the teacher-level permit within the initial five-year period. During the second five-year renewal period, the permit holder will be expected to complete the remaining requirements for the teacher-level permit. Upon completion of these requirements, the associate teacher must apply to upgrade to the teacher level. There is no option for a third issuance of an associate teacher permit.

For more information regarding the renewal process for any level of the child development permit matrix, contact Cathy De La Mare, Professional Growth Project Manager, Child Development Training Consortium, at (209) 341-1661 or by e-mail at <*delamarec@yosemite.cc.ca.us*>.

Child Development Permit Matrix

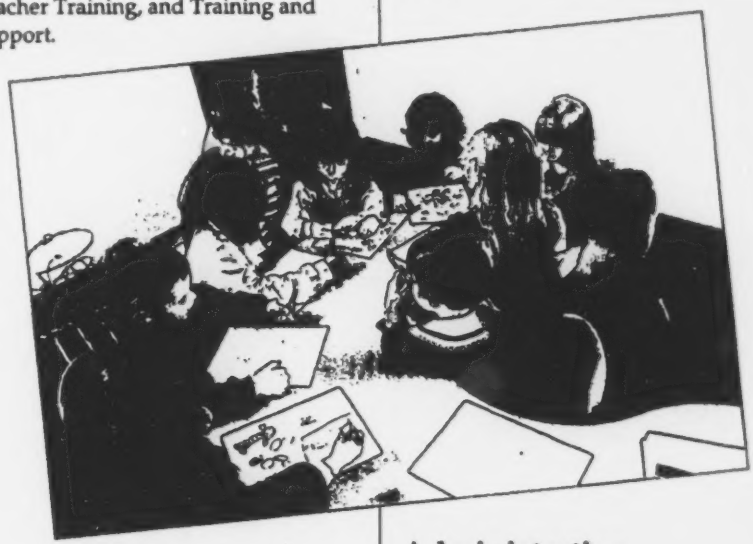
(Alternative Qualification Options Are Indicated Where Appropriate)

Permit Title	Education Requirements (Option 1 for all permits)	Experience Requirements (Applies to Option 1 only)	Alternative Qualifications (With option numbers indicated)	Authorizations	Five-Year Renewal Requirements
Child Development (CD) Assistant (optional)	***Option 1:*** 6 units of early childhood education (ECE) or child development (CD)	None	***Option 2:*** Accredited Home Economics and Related Occupations (HERO) program (including regional occupational program [ROP]); *or* ***Option 3:*** California Commission on Teacher Credentialing (CCTC)-approved training	May assist in the instruction of children under the supervision of an associate teacher or higher-level position	105 hours of professional growth*
CD Associate Teacher	***Option 1:*** 12 units of ECE/CD, including core courses†	50 days of 3+ hours per day within 2 years	***Option 2:*** Child Development Associate (CDA) Credential; *or* ***Option 3:*** CCTC-approved training	May provide instruction and supervise assistants	Must complete 15 additional units toward a teacher permit *and* meet teacher requirements within 10 years
CD Teacher	***Option 1:*** 24 units of ECE/CD, including core courses,† plus 16 units of general education (GE)‡	175 days of 3+ hours per day within 4 years	***Option 2:*** Associate degree or higher in ECE or related field with 3 units of supervised field experience in ECE setting; *or* ***Option 3:*** CCTC-approved training	May provide instruction and supervise assistants, associate teachers, teachers, and aides	105 hours of professional growth*
CD Master Teacher	***Option 1:*** 24 units of ECE/CD, including core courses,† plus 16 units of GE,‡ 6 specialization units, and 2 units of adult supervision	350 days of 3+ hours per day within 4 years	***Option 2:*** Bachelor's degree or higher with 12 units of ECE, plus 3 units of supervised field experience in ECE setting; *or* ***Option 3:*** CCTC-approved training	May provide instruction and supervise assistants, associate teachers, teachers, and aides May also serve as coordinator of curriculum and staff development	105 hours of professional growth*
CD Site Supervisor	***Option 1:*** Associate degree (or 60 units) with 24 units of ECE/CD, including core courses,† 16 units of GE,‡ 6 units of administration, and 2 units of adult supervision	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults	***Option 2:*** Bachelor's degree or higher with 12 units of ECE, plus 3 units of supervised field experience in ECE setting; *or* ***Option 3:*** Administrative services credential§ with 12 units of ECE, plus 3 units of supervised field experience in ECE setting; *or* ***Option 4:*** Teaching credential with 12 units of ECE, plus 3 units of supervised field experience in ECE setting; *or* ***Option 5:*** CCTC-approved training	May supervise a single-site program, provide instruction, and serve as coordinator of curriculum and staff development	105 hours of professional growth*
CD Program Director	***Option 1:*** Bachelor's degree with 24 units of ECE/CD, including core courses,† 6 units of administration, and 2 units of adult supervision	Site supervisor status and one program year of site supervisor experience	***Option 2:*** Admin. credential§ with 12 units of ECE, plus 3 units of supervised field experience in ECE setting; *or* ***Option 3:*** Teaching credential with 12 units of ECE, plus 3 units of supervised field experience in ECE setting, and 6 units of administration; *or* ***Option 4:*** Master's degree in ECE or child/human development; *or* ***Option 5:*** CCTC-approved training	May supervise a multiple-site program, provide instruction, and serve as coordinator of curriculum and staff development	105 hours of professional growth*

*Professional growth hours must be completed under the guidance of a professional growth advisor. Call (209) 341-1662 for assistance in locating an advisor. †Core courses include child/human growth and development; child, family, and community or child and family relations; and programs/curriculum. ‡One course in each of four general education categories: English/language arts; mathematics or science; social sciences; humanities and/or fine arts. These classes must meet graduation requirements. §Holders of an administrative services credential may serve as a site supervisor or program director.
Note: All unit requirements must be in *semester* units. All course work must be completed with a grade of C or better. Spanish and Chinese translations of this matrix are available from the Child Development Training Consortium, telephone (209) 341-1661.

Programs and Services

The information on programs and services is arranged in the following categories: Administration, Disabilities, Distance Learning, Family Child Care, Health and Safety, Infant/Toddler, Language and Literacy, Mental Health, School Age, Teacher Training, and Training and Support.



Each resource listed under a category is correlated to the appropriate permit level or levels it may support. Each permit level has been given a number as follows:

- Assistant: 1
- Associate Teacher: 2
- Teacher: 3
- Master Teacher: 4
- Site Supervisor: 5
- Program Director: 6

The permit level to which the program or service applies is indicated in parenthesis, for example, (2) or (3–6), after the title of the program or service. If a program or service can assist in all levels of the Permit Matrix, the word *All* in parentheses (All) follows the title of the program or service.

The contact information for the individual program or service, which may be a Web site reference, a telephone number, or both, is provided at the end of each program narrative.

The narratives are taken from the individual program's or service's Web site, printed brochure, or handouts and are offered without official endorsement.

Administration

California Early Childhood Mentor Program (3–6)

(See Teacher Training.)

Child Development Training Consortium (CDTC) Administrator Institutes (4–6)

The consortium is a statewide program that addresses the critical shortage of qualified child care workers in the state of California.

The CDTC sponsors a series of two- and three-day Administrator Institutes throughout the state for the professional growth and development of program directors and site supervisors.

The Head Start Management Fellows Program (5–6)

This program awards fellowships to Head Start directors and provides them with a unique opportunity to participate in two weeks of intensive management training. The session is held twice a year at the Anderson School, University of California, Los Angeles (UCLA). During the two-week program the fellows develop an invaluable network that they draw upon long after they return to their own programs. The program's networking value is strengthened through an annual Advanced Management Institute (AMI), a four-day advanced-level training held each winter at UCLA. AMI offers workshops on many topics and a public policy forum to deal with current issues facing the Head Start community.

<http://www.anderson.ucla.edu/community/headstart>

Special Education Early Childhood Administrators Project (SEECAP) (4–6)

SEECAP is a project of the San Diego County Office of Education, HOPE Infant Family Support Programs, under a contract with the California Department of Education (CDE). It conducts symposiums in Southern and Northern California to provide leadership training for seasoned and aspiring administrators in early childhood special education and early childhood education, other professionals, and parents in leadership positions. Participants examine controversial and critical issues in infant/toddler and preschool programs and discuss compliance items required by the Individuals with Disabilities Education Act (IDEA) and the California *Education Code*. The symposium provides a framework for developing creative leadership and sets the standard for cultivating developmentally appropriate initiatives and for administering compliant and inclusive early childhood programs. Follow-up to the symposium is provided at CDE field meetings and is determined by the assessment of participants' needs.

(760) 736-6310; *<kfinn@sdcoe.k12.ca.us>*

(Continued on page 6)

Programs and Services

(Continued from page 5)

Disabilities

Beginning Together: Caring for Infants and Toddlers with Disabilities and Special Needs in Inclusive Settings (3–6)

Beginning Together is a model for the training of trainers and focuses on the knowledge and skills needed to serve infants and toddlers with disabilities or special needs in inclusive child care and other settings. Beginning Together was developed by the California Institute on Human Services (CIHS) at Sonoma State University in collaboration with the California Department of Education's Child Development Division and WestEd's Center for Child and Family Studies.*

Beginning Together was designed as a follow-up to four modules conducted by WestEd's Program for Infant/Toddler Caregivers (PITC). All fully certified PITC graduates are welcome to attend. No previous knowledge or training in the area of special needs is required. Participants may include instructors from universities, community colleges, and other educational facilities; representatives from Early Head Start and Head Start, child development centers, resource and referral organizations, teen parent programs, family child care associations, private child care centers, and state departments; and independent consultants.

Three-day institutes are offered once a year. They include regional events in the ten PITC regions, which provide additional early intervention partners in each community.

Sonoma State University, (760) 471-3827 or <*http://www.sonoma.edu/cihs/BT/Beginning.html*>

*WestEd is a nonprofit agency for research, development, and service dedicated to improving education, development, and other opportunities for children, youths, and adults.

Center for Prevention and Early Intervention (All)

The Center for Prevention and Early Intervention provides technical assistance, resources, and support to early care and education providers to promote positive outcomes for children and youths with special needs and their families. Responding to national, state, and local priorities and needs, the center collaborates with health, education, and human service agencies and family support organizations to enhance their capacity to provide comprehensive and well-coordinated specialized services and support. The center's projects are as follows:

- *All of Us Together: Moving to Inclusion.* This project provides intensive training through statewide institutes to prepare child care providers to serve preschool-aged children with disabilities and other special needs in inclusive child care settings. Teams of early care and education providers, special education and regional center staff, and other related service providers collaborate to develop community plans to better meet the needs of these children. Participants have opportunities to develop new skills, strategies, and resources for inclusive practices. Limited follow-up technical assistance is available to teams that have gone through the training.
- *The Community College Paraprofessional Preparation Project.* This project provides technical and fiscal support to community college child development programs to infuse early intervention competencies into the curriculum for child development program administrators, child development specialists, and early intervention assistants. A comprehensive curriculum has also been developed for students interested in working with infants, toddlers, and young children with special needs in a variety of settings. An Early Intervention Assistant Certificate program, aligned with early intervention competencies, is being implemented in several community college pilot sites. Articulation with four-year colleges and universities offering Early Intervention Special Education Credential and Certificate programs and related fields is encouraged.
- *Early Start Institutes and Special Topic Trainings.* Intensive three-day trainings are offered to early intervention specialists, service coordinators, administrators, and providers of related services. Institutes are conducted in four core areas of early intervention competencies as follows:
  - —Supporting the development of infants and toddlers with special needs
  - —Meeting the needs of children with specific developmental characteristics
  - —Putting it all together
  - —Service coordinator basic and advanced training

Special trainings and forums are also provided on such topics as assessment and evaluation, natural environments, and family issues.

<*http://www.wested.org*>

Head Start Disabilities Services Quality Improvement Center (DS/QIC)–Sonoma State (All)

The DS/QIC's goal is to help provide quality services to infants, toddlers, and children with disabilities and to serve as a bridge between Head Start–Early Start programs and the disabilities community. To support the inclusion of young children with disabilities and their families in Head Start and Early Head Start programs, the DS/QIC provides training and technical assistance to program staff. Training topics are as follows:

- Head Start program performance standards related to services for children with disabilities
- Development and implementation of interagency agreements
- Legislation and regulations related to early education for children with disabilities
- Inclusive services
- Service plans for children with disabilities

(Continued on page 37)

Professional Associations

The list that follows contains information about statewide associations for professionals in early child care and education. Each individual association may have local community chapters under its umbrella or may be affiliated with a national association or both. At the end of each narrative is the contact information for the individual program or service; the contact may be a Web site, a telephone number, or both. The narratives are based on the individual association's Web site, printed brochure, or handouts and are offered without official endorsement.

California Association for Family Child Care (CAFCC) (All)

CAFCC's purpose is to provide a viable mechanism at the local, county, state, and national levels that works to meet the child care and development needs of children, their parents, child care providers, and the community. CAFCC provides members with ongoing educational programs and opportunities; coordinates cultural and charitable activities; provides workshops and seminars on nutrition, child care legislation, parenting, and child care for child care and development groups and parents; promotes networking opportunities with other providers throughout the state; and provides technical and research assistance to the child care community. CAFCC's objectives are as follows:

- To promote a continued interest in family licensed child care homes in California as a valid alternative for the care of children
- To coordinate the establishment of licensed family child care homes to help fulfill the needs of the community
- To initiate and encourage programs that relate to the general welfare of children to help further the training and education of those programs licensed for family child care
- To communicate with and act as a liaison to licensing agencies to provide a better understanding of the concerns of family child care homes and their rules and regulations
- To inform the membership regarding state and federal policies and regulations relating to the well-being of children in family child care homes
- To review existing and pending legislation and encourage that which may be beneficial to children and family child care homes
- To provide representation on various child care agency boards and on the local child care planning councils throughout the state
- To foster a cooperative effort with community groups for a coordinated approach to community child care needs

<*http://www.cafcc.org*>

California Association for the Education of Young Children (CAEYC) (All)

CAEYC is the largest membership organization in California devoted exclusively to promoting excellence in early childhood education. The association's membership includes teachers, administrators, social service workers, family child care providers, students and instructors of early childhood education, parents, and a variety of other individuals interested in the care and education of children from birth through eight years of age. CAEYC's goal is twofold:

1. To work together to advocate the rights and needs of young children and their families
2. To support its members in their growth and development as early childhood professionals

Through 47 regional and local chapters in the state, CAEYC offers a number of valuable services. Members have many excellent opportunities to get together and exchange ideas and to cooperate with other groups concerned with the welfare and education of young children. Through sponsored conferences and training programs, CAEYC keeps members abreast of emerging trends and issues in early childhood education. Membership in CAEYC includes membership in the National Association for the Education of Young Children (NAEYC). Other services are as follows:

- *Annual conference.* CAEYC's annual conference features general sessions, workshops, seminars, tours, educational and commercial exhibits, and more.
- *Public policy symposium.* This annual event provides a unique opportunity for focusing public attention on early childhood regulatory and legislative issues.

(Continued on page 35)

Resource Directories

These directories are provided to help early care and education professionals at all levels of the permit matrix have access to programs and services. Each program includes the name and telephone number of a person to contact.

California Association for the Education of Young Children—Area Sections and Local Chapters

County Resources

- Children and Families Commissions
- Local Planning Councils
- Local Quality Consortia
- Offices of Education
- Resource and Referral Agencies

Regional Resources

- Child Development Training Consortium, Professional Growth Advisor Project, Regional Facilitators
- Regional Resource Centers to Develop Capacity of Services in Underserved Areas
- WestEd Program for Infant/Toddler Caregivers, Regional Training Coordinators

Universities and Colleges

- Community Colleges
- The California State University
- University of California

California Association for the Education of Young Children—Area Sections and Local Chapters

Antelope Valley
44009 Ruthron Ave.
Lancaster, CA 93536-9055
Jean Wood
(661) 722-6300

Arrowhead Section
4045 Via San Luis
Riverside, CA 92504
Judy Wood
(909) 787-3854

CA Cascades
17805 Western Way
Redding, CA 96003
Kathy Barry
(530) 224-3209

Chapter of East Los Angeles (CELA)
13584 Wingo St.
Arleta, CA 91331
Emily Petito
(323) 224-3800

Central California Section
6161 N. Feland
Fresno, CA 93711
Diana Decker
(559) 431-4426

Central Valley
4114 Round Valley Cir.
Stockton, CA 95207-5223
Carol Littlejohn
(209) 948-3677

Contra Costa
3136 Tice Creek Dr. # 4
Walnut Creek, CA 94595
Mae Lee Kelley
(925) 426-4224

East Bay
2635 Hawthorne Ave.
Hayward, CA 94545-3311
Pamela Buckholz
(510) 584-3114

El Dorado Hills
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Barby Brilliant
(916) 933-1100

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Glendora, CA 91741-1952
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Chico, CA 95926-0994
Kathy Murphy
(530) 895-8607

Greater Solano
100 Clement Hill Rd., # 500
Fairfield, CA 94533
Denise McBride Delgado
(707) 427-6600

(Continued on page 9)

California Association for the Education of Young Children...

(Continued from page 8)

Humboldt
1453 Winchester Ave.
McKinleyville, CA 95519-9473
Andrea Tordoff
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Inland Valley
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Montclair, CA 91763
Margie Johnson
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Bakersfield, CA 93306-4412
Gloriah McDonald
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Long Beach, CA 90808-1127
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Santa Maria, CA 93455
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Adrienne Gunn
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Walnut Creek, CA 94596-2902
Vi Edwards
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Ukiah, CA 95482
Pat Thygesen
(707) 462-3403

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Fair Oaks, CA 95628
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Ella Walker
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San Francisco, CA 94115
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Arroyo Grande, CA 93420
Laurie McHale
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San Francisco, CA 94110
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Santa Barbara, CA 93103
Sarah Avila
(805) 683-3001

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Canyon Country, CA 91351
Monica Frederick
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La Canada, CA 91011-1705
Kaitzer Puglia
(626) 585-3180

Whittier
5409 Ben Alder Ave.
Santa Fe Springs, CA 90601
Sylvia Arias
(562) 944-6419

County Resources

	Alameda	Alpine	Amador
Children and Families Commissions	1850 Fairway Dr. San Leandro, CA 94577 (510) 667-7575	P.O. Box 545 Markleeville, CA 96120 (530) 694-2771	1003 Broadway, Suite 205 Jackson, CA 95642 (209) 223-6601
Local Planning Councils	Alameda County General Services Agency 1401 Lakeside Dr., 10th Fl. Oakland, CA 94612	Alpine County Department of Social Services P.O. Box 456 Markleeville, CA 96120	Amador County Office of Education 217 Rex Ave. Jackson, CA 95642
Local Quality Consortia	St. Vincents Day Home 1086 Eighth St. Oakland, CA 94607 Livermore Park and Recreation District 71 Trevarno Rd. Livermore, CA 94550		
Offices of Education	313 West Winton Ave., Room 250 Hayward, CA 94544-1198 (510) 670-4265	43 Hawkside Dr. Markleeville, CA 96120 (530) 694-2230	217 Rex Ave., Suite 7 Jackson, CA 95642 (209) 223-1750
Resource and Referral Agencies	4C's of Alameda County 22351 City Center Dr., Suite 200 Hayward, CA 94541 (510) 582-2182 Bananas 5232 Claremont Ave. Oakland, CA 94618 (510) 658-0381 Child Care Links 1020 Serpentine Ln., Suite 102 Pleasanton, CA 94566 (925) 417-8733	Choices for Children P.O. Box 215 Markleeville, CA 96120 (877) 694-2129	Child Care Resources 201 Clinton Rd., Suite 204 Jackson, CA 95642 (209) 223-1624

	Butte	Calaveras	Colusa
Children and Families Commissions	18B County Center Dr. Oroville, CA 95965 (530) 538-7750	891 Mountain Ranch Rd. San Andreas, CA 95249	547 Market St. Colusa, CA 95932
Local Planning Councils	Butte County Office of Education 1859 Bird St. Oroville, CA 95965	HRC–Child Care Resource P.O. Box 919 San Andres, CA 95249	Colusa County Office of Education 345 Fifth St., Suite ABC Colusa, CA 95932
Local Quality Consortia	Valley Oak Children's Services 287 Rio Lindo Ave. Chico, CA 95926		
Offices of Education	1859 Bird St. Oroville, CA 95965 (530) 538-7855	P.O. Box 760 Angels Camp, CA 95221 (209) 736-4662	146 Seventh St. Colusa, CA 95932 (530) 458-0350
Resource and Referral Agencies	Valley Oak Children's Services 287 Rio Lindo Ave. Chico, CA 95926 (530) 895-3572	Child Care Resources P.O. Box 919 San Andreas, CA 95249 (209) 754-1075	Children's Services, Colusa County Office of Education 345 Fifth St., Suite ABC Colusa, CA 95932 (530) 458-0300

(Continued on page 11)

County Resources *(Continued from page 10)*

	Contra Costa	Del Norte	El Dorado
Children and Families Commissions	651 Pine St., 11th Fl. Martinez, CA 94553	880 Northcrest Dr. Crescent City, CA 95531 (707) 464-3191	931 Spring St. #4 Placerville, CA 95667 (530) 754-9147
Local Planning Councils	678 Atherton Pl. Hayward, CA 94541	Del Norte County Unified School District 301 W. Washington Blvd. Crescent City, CA 95531	El Dorado County Office of Education 6767 Green Valley Rd. Placerville, CA 95667
Local Quality Consortia	Mt. Diablo Child Care Advocacy 2750 Parkside Cir. Concord, CA 94519	Del Norte Child Care Council 301 W. Washington Blvd. Crescent City, CA 95531	
Offices of Education	77 Santa Barbara Rd. Pleasant Hill, CA 94523 (925) 942-3388	301 West Washington Blvd. Crescent City, CA 95531 (707) 464-6141	6767 Green Valley Rd. Placerville, CA 95667 (530) 622-7130
Resource and Referral Agencies	Child Care Council (Administration) 1035 Detroit Ave. # 200 Concord, CA 94518 (925) 676-5442 Child Care Council (Central) 2280 Diamond Blvd., Suite 500 Concord, CA 94520 (925) 676-5437 Child Care Council (East) 3104 Delta Fair Blvd. Antioch, CA 94509 (925) 778-5437 Child Care Council (West) 3065 Richmond Pkwy., Suite 112 Richmond, CA 94806 (510) 758-5437	Del Norte Child Care Council 212 K St. Crescent City, CA 95531 (707) 464-8311	Choices for Children 3161 Cameron Park Dr., Suite 101 Cameron Park, CA 95682 (877) 676-0707 Choices for Children 1029 Takela Dr., Suite 1 South Lake Tahoe, CA 96150 (877) 541-5848

	Fresno	Glenn	Humboldt
Children and Families Commissions	2600 Ventura Administration Bldg., 2nd Fl. Fresno, CA 93750-0001 (559) 488-3542	P.O. Box 391 Willows, CA 95988	317 Second St. Eureka, CA 95501-0425
Local Planning Councils	Fresno County Office of Education 1111 Van Ness Ave., 6th Fl. Fresno, CA 93721	Department of Children and Family Services P.O. Box 696 Orland, CA 95963	Humboldt County Office of Education 901 Myrtle Ave. Eureka, CA 95501
Local Quality Consortia	Supportive Services, Inc. 2455 W. Shaw Ave., Suite 102 Fresno, CA 93711	Glenn County Superintendent of Schools 525 West Sycamore Willows, CA 95988	Humboldt Child Care Council 1215 Fifth St. Eureka, CA 95501
Offices of Education	1111 Van Ness Ave. Fresno, CA 93721-2000 (559) 265-3008	525 W. Sycamore Willows, CA 95988 (530) 934-6575	901 Myrtle Ave. Eureka, CA 95501 (707) 445-7039
Resource and Referral Agencies	Central Valley Children's Services Network 5030 E. University Ave. Fresno, CA 93727 (559) 465-8195	Office of Education–Department of Child and Family Services P.O. Box 696 Orland, CA 95963, (800) 394-2818 Office of Education–Department of Child and Family Services 420 E. Laurel St. Willows, CA 95988, (530) 934-6514	Humboldt Child Care Council 805 Seventh St. Eureka, CA 95501 (707) 445-1195

(Continued on page 12)

County Resources

(Continued from page 11)

	Imperial	Inyo	Kern
Children and Families Commissions	935 Broadway El Centro, CA 92243 (760) 339-4474	P.O. Box N Independence, CA 93526	100 E. California Ave. Bakersfield, CA 93302
Local Planning Councils	Imperial County Office of Education 1398 Sperber Rd. El Centro, CA 92243	Inyo County Office of Education–Child Development Division 106 S. Main St., Suite 203 Bishop, CA 93514	Kern County Commission on Child Care 1130 Seventeenth St. Bakersfield, CA 93301
Local Quality Consortia	Imperial County Office of Education 1398 Sperber Rd. El Centro, CA 92243	Inyo County Office of Education P.O. Box 938 Big Pine, CA 93513	Kern County Superintendent of Schools 2000 Twenty-fourth St., Suite 100 Bakersfield, CA 93301
Offices of Education	1398 Sperber Rd. El Centro, CA 92243 (760) 339-6436	P.O. Drawer G Independence, CA 93526 (760) 878-2426	1300 Seventeenth St. Bakersfield, CA 93301 (805) 363-4000
Resource and Referral Agencies	Imperial County Child Development Services 1398 Sperber Rd. El Centro, CA 92243 (760) 312-6431	Child Care Connection 106 S. Main St., Suite 203 Bishop, CA 93514 (760) 873-5123	Community Connection for Child Care 129 E. Ridgecrest Blvd., Suite A Ridgecrest, CA 93555 (877) 375-3234 Community Connection for Child Care 2000 Twenty-fourth St. Bakersfield, CA 93301 (877) 861-5200

	Kings	Lake	Lassen
Children and Families Commissions	1400 W. Lacey Blvd. Hanford, CA 93230 (559) 582-3211	922 Bevins Ct. Lakeport, CA 95453 (707) 263-8929	555 Hospital Ln. Susanville, CA 96130 (530) 251-8128
Local Planning Councils	Kings County Office of Education 1144 W. Lacey Blvd. Hanford, CA 93230	Lake County Office of Education P.O. Box 4645 Clearlake, CA 95422	Child and Family Resources 336 Alexander Ave. Susanville, CA 96130
Local Quality Consortia	Kings Community Action Organization, Inc. 1222 W. Lacey Blvd., Suite 201 Hanford, CA 93230-5998		Lassen County Superintendent of Schools 336 Alexander Ave. Susanville, CA 96130
Offices of Education	1144 W. Lacey Blvd. Hanford, CA 93230 (209) 584-1441	1152 S. Main St. Lakeport, CA 95453 (707) 262-4100	472-013 Johnstonville Rd. North Susanville, CA 96130 (530) 257-2196
Resource and Referral Agencies	Kings County Community Action Organization 1222 W. Lacey Blvd. Hanford, CA 93230 (559) 582-4386	NCO–Rural Communities Child Care 850 Lakeport Blvd. Lakeport, CA 95453 (707) 263-4688 NCO-Rural Communities Child Care 14130 Lakeshore Dr. Clearlake, CA 95422 (707) 994-4647	Lassen Child and Family Resources 336 Alexander Ave. Susanville, CA 96130 (530) 257-9781

(Continued on page 13)

County Resources

(Continued from page 12)

	Los Angeles	Madera	Marin
Children and Families Commissions	500 W. Temple Los Angeles, CA 90912 (310) 855-6386	14215 Road 28 Madera, CA 93638	555 Northgate Dr. San Rafael, CA 94903 (415) 203-3282
Local Planning Councils	L.A. Child Care Advisory Board 500 W. Temple St., Room 588 Los Angeles, CA 90012	Madera County Office of Education 28123 Avenue 14 Madera, CA 93638	Marin Child Care Community 20 N. San Pedro Rd., Suite 2022 San Rafael, CA 94901
Local Quality Consortia	Child Care Resource Center 540 W. Lancaster Blvd, Suite 101 Lancaster, CA 93535 City of Santa Fe Springs 11710 E. Telegraph Rd. Santa Fe Springs, CA 90670 6220 Telegraph Rd. Commerce, CA 90040 Comprehensive Child Care 2474 Pacific Ave. Long Beach, CA 90806 Hoover International Care Inc. 3216 S. Hoover St. Los Angeles, CA 90007 AS/CSUN Children's Center 18111 Nordhoff St. Northridge, CA 91330-8278 Connections for Children 2701 Ocean Park, Suite 253 Santa Monica, CA 90405 Child Care Resource Center 16650 Sherman Way, Suite 200 Van Nuys, CA 91406 Claremont Unified School District 2080 N. Mountain Ave. Claremont, CA 91711 Voala/MaudeBooth Family Center 11243 Kittridge St. North Hollywood, CA 91606 Community Development Center Inc. 23033 S. Avalon Blvd. Carson, CA 90745 Hoover International Care, Inc. 3216 S. Hoover St. Los Angeles, CA 90011 Grandview Pres. Church CCC 1130 Ruberta Ave. Glendale, CA 91201 Centinela Hospital, Inc. 555 E. Hardy Inglewood, CA 90307	Madera Community Action Comm. 1200 W. Maple St. Madera, CA 93637	Marin Child Care Council 555 Northgate Dr. San Rafael, CA 94903 Coll. of Marin, Children's Center 1800 Ignacio Blvd. Novato, CA 94949
Offices of Education	9300 Imperial Hwy. Downey, CA 90242-2890 (562) 922-6111	28123 Avenue 14 Madera, CA 93638 (559) 673-6051	P.O. Box 4925 San Rafael, CA 94913 (415) 499-5846

(Continued on page 14)

County Resources

(Continued from page 13)

	Los Angeles	Madera	Marin
Resource and Referral Agencies	Child and Family Services 3550 W. Sixth St. Los Angeles, CA 90020 (213) 427-2700 Child Care Information Services 2700 E. Foothill Blvd., Suite 121 Pasadena, CA 91107 (626) 449-8221 Child Care Residential Center/ San Fernando Valley 16650 Sherman Way, Suite 100 Van Nuys, CA 91406 (818) 756-3366 Child Care Residential Center/ San Fernando Valley 540 W. Lancaster Blvd. # 101 Lancaster, CA 93535 (661) 949-0615 Los Angeles Children's Home 320 Pine Ave., 7th Fl. Long Beach, CA 90802 (562) 901-3157 Connections for Children 2701 Ocean Park Blvd., Suite 253 Santa Monica, CA 90405 (310) 452-3202 Crystal Stairs, Inc 1045 Redondo Beach Blvd. Gardena, CA 90247-4180 (323) 299-0199 Equipoise, Inc. P.O. Box 5604 Compton, CA 90224 (310) 605-1770 Mexican American Opportunity Foundation–CCC R&R 401 N. Garfield Ave. Montebello, CA 90640 (323) 890-9616 Options–A Child Care and Human Services Agency 13100 Brooks Dr., Suite 200 Baldwin Park, CA 91706 (626) 856-5900 Los Angeles and W. San Bernardino Child Care Information Service 1460 E. Holt Ave., Suite 130 Pomona, CA 91767-5861 (800) 822-5777 Crystal Stairs, Inc. 650 W. Adams Blvd., Suite 100 Los Angeles, CA 90007-2545 (323) 399-0199	Madera Community Action Agency–R&R 1200 W. Maple St., Suite C Madera, CA 93637 (559) 675-8469	Marin Child Care Council 555 Northgate Dr. San Rafael, CA 94903 (415) 479-2273

(Continued on page 15)

County Resources

(Continued from page 14)

	Mariposa	Mendocino	Merced
Children and Families Commissions	P. O. Box 7 Mariposa, CA 95338	302 W. Henery Ukiah, CA 95428	260 E. Fifteenth St. Merced, CA 95340-6216 (209) 381-1230
Local Planning Councils	Infant Child Enrichment Services P.O. Box 1898 Mariposa, CA 95338	Mendocino County Office of Education 2240 Eastside Rd. Ukiah, CA 95482	Merced County Office of Education 632 W. Thirteenth St. Merced, CA 95482
Local Quality Consortia		North Coast Opports, Inc.. 413 N. State St. Ukiah, CA 95482	Weaver Union Elementary School District 3076 E. Child's Ave. Merced, CA 95340
Offices of Education	P.O. Box 8 Mariposa, CA 95338 (209) 742-0250	2240 Eastside Rd. Ukiah, CA 95482 (707) 463-4807	632 W. Thirteenth St. Merced, CA 95340 (209) 381-6619
Resource and Referral Agencies	Infant/Child Enrichment Services P.O. Box 1898 Mariposa, CA 95338 (209) 966-4474	NCO–Rural Communities Child Care 413 N. State St. Ukiah, CA 95482 (707) 462-1954 NCO–Rural Communities Child Care 528 S. Main St. Fort Bragg, CA 95437 (707) 964-3080 NCO–Rural Communities Child Care 156 S. Humboldt St. Willits, CA 95490 (707) 459-2019	Children's Services Network of Merced County, Inc. 1460 W. Eighteenth St. Merced, CA 95340 (209) 722-3804 Children's Services Network of Merced County, Inc. 846 W. Sixth St. Los Banos, CA 93635 (209) 826-4970 Children's Services Network of Merced County, Inc. 1471 B St., Suite F Livingston, CA 95334 (209) 394-1680

	Modoc	Monterey	Mono
Children and Families Commissions	112 E. Second St. Alturas, CA 961014008 (530) 233-5437	P.O. Box 576 Bridgeport, CA 93517-0576 (760) 932-7311	1000 S. Main, Suite 308 Salinas, CA 93901 (831) 755-443
Local Planning Councils	Teach, Inc. 112 E. Second St. Alturas, CA 96101	P.O. Box 1877 Salinas, CA 93902	Mono County Office of Education P.O. Box 477 Bridgeport, CA 93517
Local Quality Consortia	Modoc Joint Unified School Dist. 906 W. Fourth St. Alturas, CA 96101	Children's Services International P.O. Box 1634 Salinas, CA 93902	
Offices of Education	139 West Henderson St. Alturas, CA 96101 (530) 233-7100	P.O. Box 477 Bridgeport, CA 93517-0477 (760) 932-7311	901 Blanco Cir. Salinas, CA 93912 (831) 755-0382
Resource and Referral Agencies	Modoc Child Care R&R 112 E. Second St. Alturas, CA 96101-4008 (530) 233-5437	Community Connection for Children P.O. Box 8571 Mammoth Lakes, CA 93546 (800) 317-4600	Monterey County Child Care R&R 622 E. Alisal St., Suite 5 Salinas, CA 93905 (831) 757-0756

(Continued on page 16)

County Resources

(Continued from page 15)

	Napa	Nevada	Orange
Children and Families Commissions	703 Jefferson St. Napa, CA 94559 (707) 256-1849	950 Maidu Ave. Nevada City, CA 95959 (530) 265-1480	515 N. Sycamore Ave. Santa Ana, CA 92701 (714) 834-2307
Local Planning Councils	5 Financial Plaza, Suite 224 Napa, CA 94558	CCCC of Nevada County 256 Buena Vista, Suite 110 Grass Valley, CA 95945	220 Twenty-third St. Costa Mesa, CA 92627
Local Quality Consortia	Community Resources for Children 1732 Jefferson St., Suite 10 Napa, CA 94559		AS/CSU Fullerton 800 N. State College Blvd. Fullerton, CA 92634
Offices of Education	1015 Kaiser Rd. Napa, CA 94558-6257 (707) 253-6800	112 Nevada City Hwy. Nevada City, CA 95959-3118 (530) 478-6400	P.O. Box 9050 Costa Mesa, CA 92682-9050 (714) 966-4000
Resource and Referral Agencies	Community Resources for Children 5 Financial Plaza, Suite 224 Napa, CA 94558 (800) 696-4272	Sierra Nevada Children's Services 256 Buena Vista, Suite 110 Grass Valley, CA 95945 (530) 272-8866 Sierra Nevada Children's Services P.O. Box 3239 Truckee, CA 96160 (530) 587-5960	Children's Home Society of California 1300 W. Fourth St. Los Angeles, CA 90017 (714) 543-2273

	Placer	Plumas	Riverside
Children and Families Commissions	11484 B Ave. Auburn, CA 95603 (530) 889-7321	P.O. Box 3140 Quincy, CA 95971	4065 County Circle Dr. Riverside, CA 92503 (909) 955-1010
Local Planning Councils	Placer County Office of Education 1230 High St., Suite 225 Auburn, CA 95603	Plumas County Office of Education 50 Church St. Quincy, CA 95971	Riverside County Child Care Consortium P.O. Box 868 Riverside, CA 92502
Local Quality Consortia	Placer County Schools P.O. Box 2090 Loomis, CA 95650		F.U.S.D. 7790 Big Rock Road Riverside, CA 92509 Mt. Jacinto College 1499 N. State St. San Jacinto, CA 92583 Hemet Unified School District–Headstart/Preschool 633 E. Kimball, Hemet, CA 92543
Offices of Education	360 Nevada St. Auburn, CA 95603 (530) 889-8020	50 Church St., Suite B Quincy, CA 95971-6009 (530) 283-6500	P.O. Box 868 Riverside, CA 92502-0868 (909) 788-6530
Resource and Referral Agencies	Office of Education–Child Care Services P.O. Box 636 Kings Beach, CA 96143 (800) 464-3322 Office of Education–Child Care Services 1230 High St., Suite 225 Auburn, CA 95603, (916) 625-1055 Office of Education–Child Care Services P.O. Box 2090 Loomis, CA 95650, (916) 625-1055	Plumas Rural Services P.O. Box 1079 Quincy, CA 95971 (530) 283-4453	Office of Education P.O. Box 868 Riverside, CA 92502 (909) 788-6626

(Continued on page 17)

County Resources

(Continued from page 16)

	Sacramento	San Benito	San Bernardino
Children and Families Commissions	700 H St., Suite 2450 Sacramento, CA 95814 (916) 874-5485	1111 San Felipe Rd., Suite 206 Hollister, CA 95023 (831) 636-4180	150 S. Lena Rd. San Bernardino, CA 92415 (909) 387-4866
Local Planning Councils	Child Action, Inc. 9961 Horn Rd. Sacramento, CA 95827	125 W. Rosemary Ln. Campbell, CA 95008	Children's Network 385 N. Arrowhead Ave., 2nd Fl. San Bernardino, CA 92415
Local Quality Consortia	San Juan Unified School District 5309 Kenneth Ave. Carmichael, CA 95608 Child Action, Inc. 9961 Horn Rd. Sacramento, CA 95827		Redlands Day Nursery 1222 Indiana Ct. Redlands, CA 92373
Offices of Education	Mike Carlson 9738 Lincoln Village Dr. Sacramento, CA 95827 (916) 228-2500	Lydia Chapa 460 Fifth St. Hollister, CA 95023 (831) 637-5393	Kegham Tashjian 601 North East St. San Bernardino, CA 92410-3093 (909) 387-4209
Resource and Referral Agencies	Child Action, Inc. 9961 Horn Rd. Sacramento, CA 95827 (916) 369-0191	Growth and Opportunity, Inc. 1111 San Felipe Rd., Suite 103 Hollister, CA 95023 (831) 637-9205	San Bernardino County Schools– Child Development Services 144 N. Mountain View Ave. San Bernardino, CA 92408 (909) 384-1492 San Bernardino County Schools– Child Development Services 16519 Victor St., Suite 401 Victorville, CA 92392 (760) 245-0770

	San Diego	San Francisco	San Joaquin
Children and Families Commissions	1700 Pacific Hwy., MSP-501 San Diego, CA 92101 (619) 515-6573	1390 Market St., Suite 918 San Francisco, CA 94102 (415) 507-2700	222 E. Weber Ave., Courthouse Room 707 Stockton, CA 95202-2778 (209) 468-0250
Local Planning Councils	Child Care and Development Policy Division 1700 Pacific Hwy., MS W290 San Diego, CA 92101	Department of Children, Youth, and Their Families 1390 Market St., Suite 918 San Francisco, CA 94102	Children's Services P.O. Box 213030 Stockton, CA 95213
Local Quality Consortia	YMCA of San Diego 4715 View Ridge Ave. San Diego, CA 92057 Fallbrook Child Development Center 320 N. Iowa St. Fallbrook, CA 92028 San Diego Superintendent of Schools 6401 Linda Vista Rd. San Diego, CA 92111-7399	Childrens Council of San Francisco 1 Second St., 4th Fl. San Francisco, CA 94105-3407	San Joaquin County Office of Education P.O. Box 213030 Stockton, CA 95213-9030
Offices of Education	6401 Linda Vista Rd. San Diego, CA 92111 (619) 292-3500	135 Van Ness Ave., Room 116 San Francisco, CA 94102 (415) 241-6101	P.O. Box 213030 Stockton, CA 95213-9030 (209) 468-4800

(Continued on page 18)

County Resources

(Continued from page 17)

	San Diego	San Francisco	San Joaquin
Resource and Referral Agencies	YMCA Childcare Resource Service 7733 Palm St. # 101 Lemon Grove, CA 91945-2967 (619) 667-2955 YMCA Childcare Resource Service 150 Valpreda Rd., Suite 212 San Marco, CA 92069-2944 (760) 471-2751 YMCA Childcare Resource Service 3333 Camino Del Rio South, Suite 400 San Diego, CA 92108-3839 (619) 521-3070	Children's Council of San Francisco–Administration 575 Sutter St., 2nd Fl. San Francisco, CA 94102 (415) 243-0111 Children's Council of San Francisco–Mission District 2601 Mission St., Suite 600 San Francisco, CA 94110 (415) 243-0111 Children's Council of San Francisco–Bayview 1319 Evans St. San Francisco, CA 94124 (415) 243-0111 Wu Yee Children's Services 888 Clay St., Lower Level San Francisco, CA 94108 (415) 391-4956	Family Resource and Referral Center 509 W. Weber Ave., Suite 101 Stockton, CA 95203 (209) 948-1553

	San Luis Obispo	San Mateo	Santa Barbara
Children and Families Commissions	C/O Debbie Hossli County Government Center, Room 370 San Luis Obispo, CA 93408 (805) 781-5564	400 S. El Camino, Suite 1500 San Mateo, CA 94402 (650) 348-2898	105 E. Anapamu St. Santa Barbara, CA 93101 (805) 568-3376
Local Planning Councils	PMB 260 793-A Foothill Blvd. San Luis Obispo, CA 93405	San Mateo County Office of Education 101 Twin Dolphin Dr. Redwood City, CA 94065	Santa Barbara County Office of Education P.O. Box 6307 Santa Barbara, CA 93160
Local Quality Consortia	Paso Robles Union School District–Teacher Center P.O. Box 7010 Paso Robles, CA 93447	Palcare, Inc. 945 California Dr. Burlingame, CA 94010	Santa Barbara County Office of Education P.O. Box 6307 Santa Barbara, CA 93160-6307
Offices of Education	P.O. Box 8105 San Luis Obispo, CA 93403-8105 (805) 543-7732	101 Twin Dolphin Dr. Redwood City, CA 94065-1064 (650) 802-5300	P.O. Box 6307 Santa Barbara, CA 93160-6307 (805) 964-4711
Resource and Referral Agencies	EOC - Child Care Resource Connection 805 A. Fiero Ln. San Luis Obispo, CA 93401 (805) 541-2272	Child Care Coordinating Council of San Mateo County 700 S. Claremont, Suite 107 San Mateo, CA 94402 (650) 696-8787	Children's Resource and Referral 1124 Castillo Santa Barbara, CA 93101-3614 (805) 962-8988 Children's Resource and Referral 705 E. Main, Suite 106 Santa Maria, CA 93454 (805) 925-1989

(Continued on page 19)

County Resources

(Continued from page 18)

	Santa Clara	Santa Cruz	Shasta
Children and Families Commissions	1725 Technology Dr. San Jose, CA 95110	P.O. Box 962 Santa Cruz, CA 95061 (831) 454-2200	2650 Breslauer Way Redding, CA 96001 (530) 225-5594
Local Planning Councils	Santa Clara County Office of Education 1290 Ridder Park, MC225 San Jose, CA 95131	Child Development Programs 809H Bay Ave. Santa Cruz, CA 95010 Children's Commission 701 Ocean St., Room 30 Santa Cruz, CA 95060	Shasta County Office of Education 1409 Market St. Redding, CA 96002
Local Quality Consortia	San Jose Unified School District 855 Lenzen Ave. San Jose, CA 95126	Santa Cruz County Superintendent of Schools 809H Bay Ave. Capitola, CA 95010	Shasta County Office of Education 1409 Market St. Redding, CA 96001
Offices of Education	1290 Ridder Park Dr. San Jose, CA 95131-2398 (408) 453-6511	809H Bay Ave. Capitola, CA 95010 (831) 476-7140	1644 Magnolia Ave. Redding, CA 96001 (530) 225-0200
Resource and Referral Agencies	Community Child Care Council of Santa Clara County 111 E. Gish Rd. San Jose, CA 95112-4702 (408) 487-0749	Child Development Resource Center 809H Bay Ave. Capitola, CA 95010 (831) 479-8585	Early Childhood Services–Shasta County Office of Education 1409 Market St. Redding, CA 96001 (530) 225-2999 1735 Enterprise Dr., Bldg. 3, MS3-220 Fairfield, CA 94533

	Sierra	Siskiyou	Solano
Children and Families Commissions	P.O. Box 7 Loyalton, CA 96118 (530) 993-6700	806 S. Main St. Yreka, CA 96097	
Local Planning Councils	Sierra Nevada Children's Services P.O. Box 202 Downieville, CA 95936	Siskiyou County Office of Education 609 S. Gold St. Yreka, CA 96097	Children's Network 2320 Courage Dr., Suite 107 Fairfield, CA 94533-6743
Local Quality Consortia			Vallejo City Unified School District 740 Fifth St. Vallejo, CA 94590
Offices of Education	P.O. Box 959 Loyalton, CA 96118 (530) 993-4991	609 Gold St. Yreka, CA 96097 (530) 842-8400	5100 Business Center Dr. Fairfield, CA 94585 (707) 399-4442
Resource and Referral Agencies	Sierra Nevada Children's Services P.O. Box 1139 Loyalton, CA 96118 (530) 993-1288 Sierra Nevada Children's Services P.O. Box 202 Downieville, CA 95936 (530) 289-3666	Siskiyou Child Care Council P.O. Box 500 Weed, CA 96094 (530) 938-2748	Solano Family and Children's Council 100 Cement Hill Rd., Suite 500 Fairfield, CA 945331322 (707) 427-2970

(Continued on page 20)

County Resources

(Continued from page 19)

	Sonoma	Stanislaus	Sutter
Children and Families Commissions	1030 Center Dr., Suite C Santa Rosa, CA 95403 (707) 527-2241	830 Scenic Dr. Modesto, CA 95350 (209) 525-4440	1445 Circle Dr. Yuba City, CA 95993 (530) 822-7106
Local Planning Councils	Child Resource Institute P.O. Box 6011 Santa Rosa, CA 95406	Stanislaus County Office of Education 2125 Wylie Dr., Suite 12 Modesto, CA 95355	Yuba County Office of Education 938 Fourteenth St. Marysville, CA 95901
Local Quality Consortia	Community Child Care Connection–Sonoma County 396 Tesconi Ct. Santa Rosa, CA 95401 Roseland Elementary School District 1931 Biwana Dr., Room 2 Santa Rosa, CA 95407	Stanislaus County Office of Education 2125 Wylie Dr., Suite 12 Modesto, CA 95355	
Offices of Education	5340 Skylane Blvd. Santa Rosa, CA 95403 (707) 521-2684	1100 H St. Modesto, CA 95354 (209) 525-4940	463 Second St. Yuba City, CA 95991 (530) 822-5110
Resource and Referral Agencies	4C's of Sonoma County 396 Tesconi Ct. Santa Rosa, CA 95401 (707) 544-3084 River Child Care Services P.O. Box 16 Guerneville, CA 95446 (707) 887-1809	Office of Education– CCR&R 1324 Celeste Dr. Modesto, CA 95355 (209) 558-4050	Children's Home Society of California 1130 Civic Center Blvd., Suite B Yuba City, CA 95993-3008 (800) 552-0400

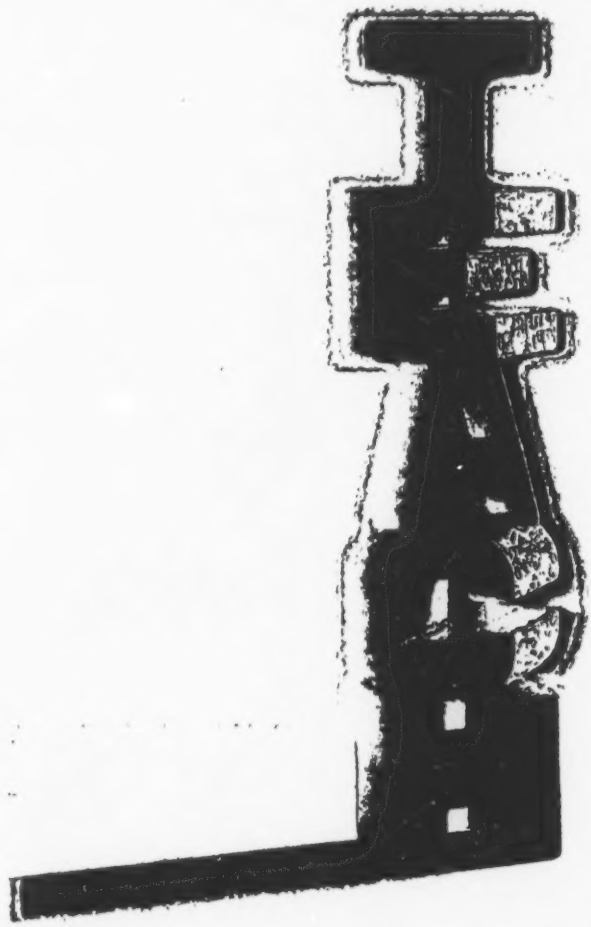
	Tehama	Trinity	Tulare
Children and Families Commissions	P.O. Box 250 Red Bluff, CA 96080 (530) 527-4655	P.O. Drawer 1613 Weaverville, CA 96093	5957 South Mooney Blvd. Visalia, CA 93277 (559) 732-0700
Local Planning Councils	Tehama County Office of Education P.O. Box 689 Red Bluff, CA 96080	P.O. Box 1341 Weaverville, CA 96093	Tulare County Office of Education 7000 Doe Ave., Suite C Visalia, CA 93291
Local Quality Consortia		Human Response Network P.O. Box 2320 Weaverville, CA 96093	Tulare County Office of Education 7000 Doe Ave., Suite C Visalia, CA 93291
Offices of Education	P.O. Box 689 Red Bluff, CA 96080 (530) 527-5811	P.O. Box 1256 Weaverville, CA 96093 (530) 623-2861	P.O. Box 5091 Visalia, CA 93278-5091 (559) 733-6306
Resource and Referral Agencies	Office of Education–Child Care Referral and Education 645 Antelope Blvd., Suite 34 Red Bluff, CA 96080 (530) 529-3131	Human Response Network P.O. Box 2370 Weaverville, CA 96093 (530) 623-5437	Office of Education 7000 Doe Ave., Suite C Visalia, CA 93291 (559) 651-0862

(Continued on page 21)

County Resources

(Continued from page 20)

	Tuolumne	Ventura	Yolo
Children and Families Commissions	427 N. Highway 49, Suite 302 Sonora, CA 95370 (209) 536-2017	505 Poli St. Ventura, CA 93001 (805) 654-2275	625 Court St., Room 204 Woodland, CA 95695
Local Planning Councils	Infant/Child Enrichment Services 14326 Tolumne Rd. Sonora, CA 95370	United Way 1317 Del Norte Rd., Suite 100 Camarilllo, CA 93010	Yolo Superintendent of Schools 1240 Harter Ave. Woodland, CA 95776
Local Quality Consortia	Infant Child Enrichment Services 14326 Tuolumne Rd. Sonora, CA 95370	Child Development Resources of Ventura County 2500 Vineyard Ave., Suite 2000 Oxnard, CA 93030	City of Davis 604 Second St. Davis, CA 95616
Offices of Education	175 South Fairview Ln. Sonora, CA 95370 (209) 533-8710	5189 Verdugo Way Camarillo, CA 93012 (805) 383-1900	1240 Harter Ave. Woodland, CA 95776 (916) 668-3784
Resource and Referral Agencies	Infant/Child Enrichment Services 14326 Tuolumne Rd. Sonora, CA 953709727 (209) 533-0377	Child Development Resources of Ventura County, Inc. 2500 Vineyard Ave., Suite 200 Oxnard, CA 93030 (805) 485-7878	City of Davis–Child Care Services 604 Second St. Davis, CA 95616 (530) 757-5691



	Yuba
Children and Families Commissions	6000 Lindhurst Blvd., Suite 504 Marysville, CA 95901 (530) 749-6271
Local Planning Councils	Yuba County Office of Education 938 Fourteenth St. Marysville, CA 95901
Local Quality Consortia	
Offices of Education	938 Fourteenth St. Marysville, CA 95901 (530) 741-6231
Resource and Referral Agencies	Children's Home Society of California 1130 Civic Center Blvd., Suite B Yuba City, CA 95993 (800) 552-0400

Regional Resources

Child Development Training Consortium, Professional Growth Advisor Project, Regional Facilitators

Region 1
Southern California West
68 N. Michigan Ave., #3
Pasadena, CA 91106
Sandi Schwarm
Telephone: (626) 568-8766
Fax: (626) 568-8845
E-mail: *sschwar@wested.org*
County served: Western Los Angeles

Region 2
Southern California East
10349 Herritage Park Dr.
Santa Fe Springs, CA 90679
Judi Smith
Telephone: (562) 944-6419
E-mail: *mjaksmith@msn.com*
County served: Eastern Los Angeles

Region 3
Southern California South
5057 W. Fifty-ninth St.
Los Angeles, CA 90046
Jennifer Montgomery
Telephone: (323) 294-5699
E-mail: *montgomery_jennifer@smc.edu*
County served: Southern Los Angeles

Region 4
Tri-Counties
2035 Alturas Rd.
Atascadero, CA 93422
Judy Brummel
Telephone: (805) 462-1538
Fax: (805) 462-9670
E-mail: *jbrummel@onemain.com*
Counties served: San Luis Obispo, Santa Barbara, and Ventura

Region 5
Orange
101 W. La Habra Blvd.
La Habra, CA 90631
Michelle Hardy
Telephone: (562) 905-9630
Fax: (562) 905-9603
E-mail: *michelle_hardy@lahabracity.com*
County served: Orange

Region 6
San Diego
6304 Lorca Dr.
San Diego, CA 92115-5509
Virginia Hartnett
Telephone: (619) 644-7000 Ext. 3721
Fax: (619) 269-8383
E-mail: *virginia.hartnett@gcccd.net*
Counties served: Imperial and San Diego

Region 7
Arrowhead
638 Golden West Dr.
Redlands, CA 92373
Jan Barnett
Telephone: (909) 798-0612
E-mail: *barnett.jan44@hotmail.com*
Counties served: Riverside and San Bernardino

Region 8
Central California North
4105 E. Huntington Blvd.
Fresno, CA 93702
Alma Major
Telephone: (559) 221-0408
Fax: (559) 454-0526
Counties served: Fresno, Inyo, Madera, Mariposa, Merced, Mono, and San Benito

Region 9
Central California South
8601 Spanish Bay Dr.
Bakersfield, CA 93312
Lillian Anderson
Telephone: (661) 589-7880
Fax: (661) 589-7880
E-mail: *landers@wested.org*
Counties served: Kern, Kings, and Tulare

Region 10
Golden Hills East
10148 River Falls Cir.
Stockton, CA 95209
Paulina Escamilla-Vestal
Telephone: (209) 473-3458
Fax: (209) 951-9349
E-mail: *marrinda@msn.com*
Counties served: Alpine, Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne

Region 11
Golden Hills West
809 H Bay Ave.
Capitola, CA 95010
Maria Castro
Telephone: (831) 477-5488
Fax: (831) 476-5294
E-mail: *fatima@santacruz.k12.ca.us*
Counties served: Monterey, San Mateo, Santa Clara, and Santa Cruz

Region 12
Pacific Gateway South
10 Locust Ct.
Petaluma, CA 94952
Cynthia Fox
Telephone: (707) 769-9117
E-mail: *misscindyfox@cs.com*
Counties served: Alameda, Contra Costa, and Solano

Region 13
Pacific Gateway North
1921 Lupine Way
Willits, CA 95490
Cassandra Johnson
Telephone: (800) 326-3122 Ext. 155
Fax: (707) 459-0452
E-mail: *cassiejohnson@writeme.com*
Counties served: Lake, Marin, Mendocino, Napa, San Francisco, and Sonoma

Region 14
Northern California South
5400 East St.
Sacramento, CA 95819
Judy Ishiura
Telephone: (916) 213-0377
Fax: (916) 452-6311
E-mail: *jishiur@ns.net*
Counties served: El Dorado, Sacramento, and Yolo

Region 15
Northern California Central
1117 Oak Ridge Dr.
Roseville, CA 95661
Steven Thaxton
Telephone: (916) 425-8373
Fax: (530) 672-8576
E-mail: *smthaxton@hotmail.com*
Counties served: Butte, Colusa, Glenn, Nevada, Placer, Plumas, Sierra, Sutter, and Yuba

Region 16
Northern California North
P.O. Box 463
Ferndale, CA 95536
Mary Ann Hansen
Telephone: (707) 786-9768
Fax: (707) 826-4270
E-mail: *mah@northcoast.com*
Counties served: Del Norte, Humboldt, Lassen, Modoc, Shasta, Siskiyou, Tehama, and Trinity

(Continued on page 23)

(Continued from page 22)

Regional Resource Centers to Develop Capacity of Services in Underserved Areas

Regional resource centers in ten regions serve every county in California with resources, assessment, and collaboration; provide outreach to unserved and underserved areas; offer technical assistance and training for agency development; and conduct grant-writing workshops for interested organizations and individuals. For further information contact the center in your region or call:

Thomas Cole, Consultant, Child Development Division
California Department of Education
560 J Street, Suite 220
Sacramento, CA 95814
(916) 323-3034

Region 1: North Coast
Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties

Child Development Policy Institute Education Fund
926 J Street, Suite 412
Sacramento, CA 95814
Contact person: Bess Sternberg, Project Analyst, or Gary J. Kinley, Executive Director
(866) 844-9091 (toll free)
Web site: *<http://www.childlinkca.org>*

Region 2: Northeastern
Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties

Shasta County Office of Education
1409 Market Street
Redding, CA 96001
Contact person: Carol Nye, Project Coordinator
(530) 225-0134 or (866) 367-6772 (toll free)

Region 3: Capitol
Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba Counties

Child Action, Inc.
9812 Old Winery Place, Suite 1
Sacramento, CA 95827
Contact person: Donna Schubert, Resource and Referral Program Manager
(916) 369-3320

Region 4: Bay
Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano Counties

Kids' Clubs
209 G Street
Antioch, CA 92509
Contact person: Carolyn Mokski, Executive Director
(925) 706-1669, Ext. 14

Region 5: South Coast
Monterey, Santa Barbara, San Benito, San Luis Obispo, Santa Clara, Santa Cruz, and Ventura Counties

Child Development Policy Institute Education Fund
926 J Street, Suite 412
Sacramento, CA 95814
Contact person: Bess Sternberg, Project Analyst, or Gary J. Kinley, Executive Director
(866) 844-9091 (toll free)
Web site: *<http://www.childlinkca.org>*

Region 6: Delta Sierra
Amador, Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, and Tuolumne Counties

Stanislaus County Office of Education
1324 Celeste Drive
Modesto, CA 95355
Contact person: Lisa Henry, Resource and Referral Manager
(209) 558-4030

Region 7: San Joaquin Valley
Fresno, Kern, Kings, Madera, and Tulare Counties

Tulare County Superintendent of Schools
P.O. Box 5091
Visalia, CA 93278-5091
Contact person: Helen Uyeda, Project Coordinator
(559) 651-3026

Region 8: Los Angeles
Los Angeles County

Crystal Stairs, Inc.
650 W. Adams Blvd., Suite 100
Los Angeles, CA 90007-2545
Contact Person: Yvonne Chávez, Project Coordinator
(323) 421-1489
Web site: *<http://www.crystalstairs.org>*

Region 9: Southeastern
Imperial, Orange, and San Diego Counties

Chicano Federation of San Diego
610 22nd Street
San Diego, CA 92102
Contact person: Erendira Abel, Director, Policy and Technical Support
(619) 236-1228, Ext. 309

Region 10: Inland Empire
Inyo, Mono, Riverside, and San Bernardino Counties

Riverside County Superintendent of Schools
3939 13th Street/P.O. Box 868
Riverside, CA 92502-0868
Contact person: Diane Mapes, Director, Children's Services Unit
(909) 826-6609

(Continued on page 35)

Universities and Colleges

The following information covers all the campuses of the California Community Colleges, The California State University, and the University of California.

Community Colleges

This list of community colleges is from the directory of the California Community College Chancellor's Office and is arranged by region: Bay, Central, Northern, and Southern. The contact person listed is the campus coordinator of the Child Development Training Consortium, College Reimbursement Program (see the subsection Administration under "Programs and Services"), in participating colleges.

California Community College Chancellor's Office
1102 Q St.
Sacramento, CA 95814
(916) 445-5266
<http://www.cccco.edu>

Bay Region

Cabrillo College
Aptos, CA
(831) 479-6100
Julie Olsen Edwards
(831) 479-6354

Canada College
Redwood City, CA
(650) 306-3100
Dianne Eyer
(650) 306-3295

Chabot College
Hayward, CA
(510) 723-6600
Edna Rodriggs
(510) 790-2403

City College of San Francisco
San Francisco, CA
(415) 239-3000
Susan Ruane
(415) 239-3172 x 5

College of Alameda
Alameda, CA
(510) 522-7221

College of Marin
Kentfield, CA
(415) 485-9502
Sandy Kallenberg
(415) 485-9369

College of San Mateo
San Mateo, CA
(650) 574-6161

Contra Costa College
San Pablo, CA
(510) 235-7800
Susan Lee
(510) 235-7800 x 4536

DeAnza College
Cupertino, CA
(408) 864-5678
Christina Lopez-Morgan
(408) 864-8892

Diablo Valley College
Pleasant Hill, CA
(925) 685-1230
Sue Handy
(925) 685-1230 x 360

Evergreen Valley College
San Jose, CA
(408) 274-7900

Foothill College
Los Altos Hills, CA
(650) 949-7777
Janel Astor
(650) 812-2844

Laney College
Oakland, CA
(510) 834-5740

Las Positas College
Livermore, CA
(925) 373-5800
Jackie Fitzgerald
(925) 373-4935

Los Medanos College
Pittsburg, CA
(925) 439-2181
Bob Zavala
(925) 439-2181 x3240

Merritt College
Oakland, CA
(510) 531-4911
Mardee Scott
(510) 436-2589

Mission College
Santa Clara, CA
(408) 988-2200
Mimi Munoz
(408) 855-5173

Ohlone College
Fremont, CA
(510) 659-6000
Laurie Prusso
(510) 659-6047

San Jose City College
San Jose, CA
(408) 298-2181
Mary Conroy
(408) 298-2181 x 3811

Skyline College
San Bruno, CA
(650) 738-4100
Claire Muller-Moseley
(650) 738-4381

Vista College
Berkeley, CA
(510) 841-8431

West Valley College
Saratoga, CA
(408) 867-2200
Sue Smith
(408) 741-2409

Central Region

College of the Sequoias
Visalia, CA
(209) 730-3700
San Dee Hodges
(559) 730-3858

Columbia College
Sonora, CA
(209) 588-5100
Kathy Sullivan
(209) 588-5377

Fresno City College
Fresno, CA
(559) 442-4600
Marilyn Moore
(559) 442-4600 x 8369

Gavilan College
Gilroy, CA
(408) 847-1400
Marietta Segal
(408) 848-4824

Hartnell College
Salinas, CA
(831) 755-6700
Jeanny Garcia
(831) 759-6065

Lake Tahoe Community College
South Lake Tahoe, CA
(530) 541-4660
Michelle Sower
(530) 541-4660 x 265

Merced College
Merced, CA
(209) 384-6000
Sue Chappell
(209) 348-6334

Modesto Junior College
Modesto, CA
(209) 575-6498
Bobbie Kline
(209) 575-6921

(Continued on page 25)

Universities and Colleges

(Continued from page 24)

Central Region

Monterey Peninsula College
Monterey, CA
(831) 646-4000
Cathy Nyznyk
(831) 646-4066

Reedley College
Reedley, CA
(559) 638-3641
Karey Olson
(559) 638-3641

San Joaquin Delta College
Stockton, CA
(209) 954-5151
Tena Carr
(209) 954-5583

Taft College
Taft, CA
(661) 763-7700

West Hills College
Coalinga, CA
(559) 935-0801
Pat Kraft-Chapman
(559) 935-0801 x 3504

Northern Region

American River College
Sacramento, CA
(916) 484-8011
Jan DeLapp
(916) 484-8961

Butte College
Oroville, CA
(530) 895-2511
Annette Carey
(530) 877-8155

College of the Redwoods
Eureka, CA
(707) 476-4100
Sydney Fisher Larson
(707) 476-4338

College of the Siskiyous
Weed, CA
(530) 938-4462
Charlotte Olson
(530) 938-5269

Cosumnes River College
Sacramento, CA
(916) 688-7451
Evelyn D. Silva
(916) 691-7293

Feather River College
Quincy, CA
(530) 283-0202
Shelley Miller
(530) 283-0202 x311

Lassen College
Susanville, CA
(530) 257-6181
Michelle Baxter
(530) 251-8843

Mendocino College
Ukiah, CA
(707) 468-3000
Kathy Stuart
(707) 462-0013

Napa Valley College
Napa, CA
(707) 253-3000
Carole J. Kent
(707) 253-3248

Sacramento City College
Sacramento, CA
(916) 558-2111
Melanie Dandridge Bakken
(916) 558-2534

Santa Rosa Junior College
Santa Rosa, CA
(707) 527-4011
Missy Danneberg
(707) 522-2616

Shasta College
Redding, CA
(530) 225-4600
Art McBride
(530) 225-4820

Sierra College
Rocklin, CA
(916) 624-3333
Lori Kearney-Capaul
(916) 789-2897

Solano Community College
Suisun City, CA
(707) 864-7000
Doyleen McMurtry
(707) 864-7183

Yuba College
Marysville, CA
(530) 741- 6700
Kathleen Levings
(530) 662-3369

Southern Region

Allan Hancock College
Santa Maria, CA
(805) 922-6966
Elizabeth Regan
(805) 922-6966 x 3547

Antelope Valley College
Lancaster, CA
(661) 722-6300
Ande Sanders
(661) 722-6502

Bakersfield College
Bakersfield, CA
(661) 395-4011
Mary Halberg
(661) 395-4562

Barstow College
Barstow, CA
(760) 252-2411

Cerritos College
Norwalk, CA
(562) 860-2451
Ceci Medina
(562) 860-2451 x 2571

Cerro Coso Community College
Ridgecrest, CA
(760) 384-6100
Lisa Fuller
(760) 384-6279

Chaffey College
Rancho Cucamonga, CA
(909) 987-1731
Judy Brewer-Calvillo
(909) 941-2357

Citrus College
Glendora, CA
(626) 914-8821
DianeHinds
(626) 914-8501

Coastline Community College
Fountain Valley, CA
(714) 546-7600

College of the Canyons
Santa Clarita, CA
(616) 259-7800
Diane Marie Stewart
(661) 259-7800 x 3503

College of the Desert
Palm Desert, CA
(760) 346-8041
Jan Barnett
(760) 776-0101

Compton College
Compton, CA
(310) 900-1600
Shirley Edwards
(310) 900-1600 x 2900

Copper Mountain College
Joshua Tree, CA
(760) 366-3791

Crafton Hills College
Yucaipa, CA
(909) 794-2161
Jean Searle-Grassick
(909) 389-3401

Cuesta College
San Luis Obispo, CA
(805) 546-3100
Margaret Collier
(805) 546-3253

Cuyamaca College
El Cajon, CA
(619) 660-4000
Linda Haar
(619) 660-4000 x 3056

Cypress College
Cypress, CA
(714) 862-2220

East Los Angeles College
Monterey Park, CA
(323) 265-8650
Mary Norman
(323) 265-8869

El Camino College
Torrance, CA
(310) 532-3670
Jennifer Montgomery
(310) 660-3570

Fullerton College
Fullerton, CA
(714) 992-7000
Sharon DeLeon
(714) 992-7356

(Continued on page 26)

Universities and Colleges

(Continued from page 25)

Southern Region

Glendale Community College
Glendale, CA
(818) 240-1000
Melita Baumann
(818) 240-1000 x 5668

Golden West College
Huntington Beach, CA
(714) 892-7711

Grossmont College
El Cajon, CA
(619) 644-7000
Ginger Hartnett
(619) 644-7000 x 3721

Imperial Valley College
Imperial, CA
(760) 352-8320
Rebecca Green
(760) 355-6231

Irvine Valley College
Irvine, CA
(949) 559-9300
Mary McDonough
(949) 451-5374

Long Beach City College
Long Beach, CA
(562) 938-4111
Particia Thompson
(562) 938-4189

Los Angeles City College
Los Angeles, CA
(323) 953-4000
Patricia Schmolze
(323) 953-4234

Los Angeles Harbor College
Wilmington, CA
(310) 522-8200
Joyce Parker
(310) 522-8208

Los Angeles Mission College
Sylmar, CA
(818) 364-7600
Janice Silver
(818) 364-7714

Los Angeles Pierce College
Woodland Hills, CA
(818) 347-0551
Joleen Voss-Rodriguez
(818) 710-4494 x 5283

Los Angeles Southwest College
Los Angeles, CA
(323) 241-5225
Regene Mitchell
(323) 241-5356

Los Angeles Trade-Tech College
Los Angeles, CA
(213) 744-9058
Emma Steiner
(213) 744-9033

Los Angeles Valley College
Van Nuys, CA
(818) 781-1200
Amanda Shipman
(818) 947-2865

MiraCosta College
Oceanside, CA
(760) 757-2121
Penny Skemp
(760) 757-2121 x 6371

Moorpark College
Moorpark, CA
(805) 378-1400
Linda Carvens
(805) 378-1401

Mt. San Antonio College
Walnut, CA
(909) 594-5611
Kathy Watanabe
(909) 549-5611 x 4902

Mt. San Jacinto College
San Jacinto, CA
(909) 487-6752
Sheila Hillis
(909) 765-5174

Orange Coast College
Costa Mesa, CA
(714) 432-0202
Kathryn Housden
(949) 494-3278

Oxnard College
Oxnard, CA
(805) 986-5800
Cindy McGowan
(805) 644-1538

Palomar College
San Marcos, CA
(760) 744-1150
Diane Studinka
(760) 744-1150 x 2208

Palo Verde College
Blythe, CA
(760) 922-6168

Pasadena City College
Pasadena, CA
(626) 585-7123
Linda Stroud
(626) 585-7404

Porterville College
Porterville, CA
(209) 791-2200
Prudy Tanner
(559) 791-2420

Rio Hondo College
Whittier, CA
(562) 692-0921
Carol Sigala
(562) 692-0921 x 3237

Riverside Community College
Riverside, CA
(909) 222-8000
Shari Yates
(909) 222-8903

Saddleback College
Mission Viejo, CA
Susan Cooper
(949) 582-4702

San Bernardino Valley College
San Bernardino, CA
(909) 888-6511
Juliann Martin
(909) 888-6511 x 1503

San Diego City College
San Diego, Ca
(619) 230-2400
Gloria Lyon
(619) 230-2648

San Diego Mesa College
San Diego, CA
(619) 627-2600
Gloria Lyon
(619) 230-2648

San Diego Miramar College
San Diego, CA
(858) 536-7800
Gloria Lyon
(619) 230-2648

Santa Ana College
Santa Ana, CA
(714) 564-6000
Gwen Morgan-Beazell
(714) 564-6815

Santa Barbara City College
Santa Barbara, CA
(805) 965-0581
Judy Osterhage
(805) 965-0581 x 3886

Santa Monica College
Santa Monica, CA
(310) 434-4000
Laura Manson
(310) 434-3530

Santiago Canyon College
Orange, CA
(714) 564-4000

Southwestern College
Chula Vista, CA
(619) 421-6700
Gladys Castellanos Barrett
(619) 421-6700 x 5610

Ventura College
Ventura, CA
(805) 654-6400
Cindy McGowan
(805) 644-1538

Victor Valley College
Victorville, CA
(760) 245-4271
Blossom Jones
(760) 245-4271 x 8615

West Los Angeles College
Culver City, CA
(310) 287-4200
Carolyn R. Wilder
(310) 287-4445

(Continued on page 27)

Universities and Colleges

(Continued from page 26)

The California State University (CSU)

CSU, Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802
(562) 951-4000
<http://www.calstate.edu>

CSU, Bakersfield
Bakersfield, CA
(661) 664-2011

CSU, Channel Islands
Camarillo, CA
(805) 437-8400

CSU, Chico
Chico, CA
(530) 898-6116

CSU, Dominguez Hills
Carson, CA
(310) 243-3300

CSU, Fresno
Fresno, CA
(559) 278-4240

CSU, Fullerton
Fullerton, CA
(714) 278-2011

CSU, Hayward
Hayward, CA
(510) 885-3000

Humboldt State University
Arcata, CA
(707) 826-3011

CSU, Long Beach
Long Beach, CA
(562) 985-4111

CSU, Los Angeles
Los Angeles, CA
(323) 343-3000

CSU, Maritime Academy
Vallejo, CA
(707) 654-1000

CSU, Monterey Bay
Seaside, CA
(831) 582-3330

CSU, Northridge
Northridge, CA
(818) 677-1200

California State Polytechnic University
Pomona, CA
(909) 869-7569

California Polytechnic State University
San Luis Obispo, CA
(805) 756-1111

CSU, Sacramento
Sacramento, CA
(916) 278-6011

CSU, San Bernardino
San Bernardino, CA
(909) 880-5000

San Diego State University
San Diego, CA
(619) 594-5000

San Francisco State University
San Francisco, CA
(415) 338-1111

San Jose State University
San Jose, CA
(408) 924-1000

CSU, San Marcos
San Marcos, CA
(760) 750-4000

Sonoma State University
Rohnert Park, CA
(707) 644-2880

CSU, Stanislaus
Turlock, CA
(209) 667-3122

University of California

University of California Office of the President
Oakland, CA
<http://www.ucop.edu>

University of California, Berkeley
(510) 642-6000

University of California, Davis
(530) 752-1011

University of California, Irvine
(949) 842-5011

University of California, Los Angeles
(310) 825-4321

University of California, Riverside
(909) 787-1012

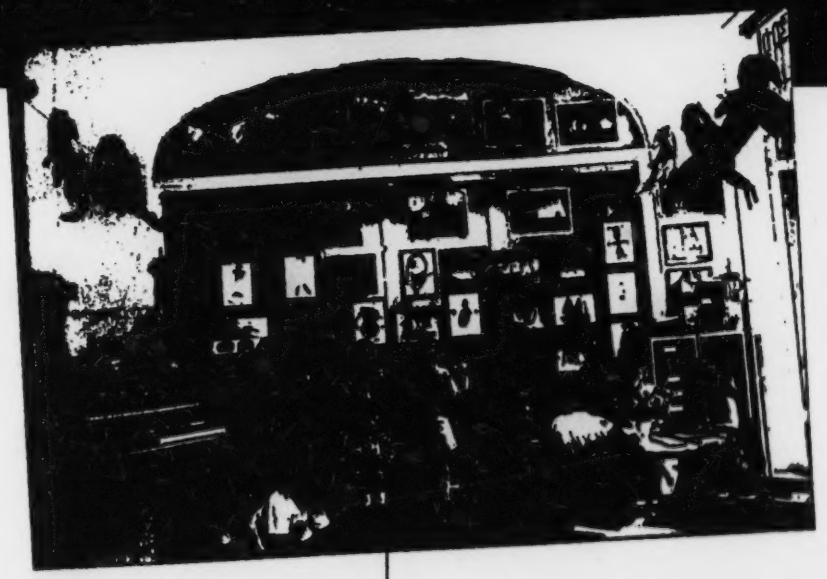
University of California, San Diego
(858) 534-2230

University of California, San Francisco
(415) 476-9000

University of California, Santa Barbara
(805) 893-8000

University of California, Santa Cruz
(831) 459-0111

California's Compensation and Retention Initiative



The 2000-2001 Budget Act allocated $15,000,000 for a child care employees salary and retention incentive program as specified in Assembly Bill 212 (Chapter 547, Statutes of 2000). The legislation specified that each local child care and development planning council (LPC) shall develop a county plan for the expenditure of these funds, in accordance with guidelines developed by the California Department of Education (CDE), and shall submit the plan to CDE for review and approval before funds may be allocated.

Staffs of the Child Development Division of CDE and the State Children and Families Commission have coordinated their work plans to leverage state and local dollars to expand this initiative.

The guidelines were developed in consultation with an advisory group that included sponsors and authors of the bill, LPC representatives, and staffs of Head Start, government control agencies, and the State Children and Families Commission. The funds must be used as an incentive to retain qualified child care employees working in state-subsidized, center-based programs that provide full-day services to children whose families receive state subsidies. Employees of Head Start and State Preschool programs providing such services may qualify to receive incentive funds if they meet the specific requirements outlined in the county plan.

Staffs of the Child Development Division of CDE and the State Children and Families Commission have coordinated their work plans to leverage state and local dollars to expand this initiative. The State Children and Families Commission has committed up to $15,000,000 to provide matching funds over the next three years for the Early Care and Education Providers retention incentive programs of local Children and Families Commissions. These funds must be used to pay family child care providers and center-based teaching staff and site directors working with children from birth to five years of age. The final funding round for the three-year pilot project that ends June 30, 2003, was announced April 13, 2001.

Alameda and San Francisco Counties have been pioneers in establishing model compensation and retention plans for qualified employees working in the child care field. A model database system has been developed to:

- Expedite applications and process payments.
- Provide a system for tracking recipients and the county's requirements for receiving initiative funds.
- Account for the allocation of funds.
- Support the successful implementation of the county's retention incentive program.

This database project was generously funded by the David and Lucile Packard Foundation, the Quality Child Care Initiative, and KMPT Associates (a software company based in Alameda County). George Phillips, Peyton Nattinger, and Fran Kipnis were members of the talented database development team.

If you are interested in finding out more about these programs, please contact your local Child Care Planning Council or your local Children and Families Commission.

State contacts are:

Linda M. Parfitt, CDD Consultant, (916) 322-1048; e-mail: <*lparfitt@cde.ca.gov*>

California Children and Families Commission, (916) 323-0056

Regional Resource Centers

Editors note: The addresses for these Regional Resource Centers are listed on p.23

California's subsidized child care system has expanded enormously since the initial implementation of welfare reform in 1997. However, many areas of the state are still not adequately served. *Education Code* Section 8289 requires the Department of Education to promote equal access to child development services throughout California. To meet this requirement, the 1999 Budget Act established a sum of $1.5 million a year for five years (subject to annual appropriation by the Legislature) to develop ten regional centers serving all of California. As stated in the Budget Act, local planning councils (LPC), resource and referral agencies (R&R), community-based nonprofit organizations, and public agencies were eligible to compete for these funds. Allocation of funds to the regions was established with a base amount, plus an additional amount determined according to a region's needs and taking into account resources and the number of unsuccessful applications received from each region in recent funding cycles. In June 2000 ten regional centers, or projects, were funded, including R&Rs, local educational agencies (LEAs), and community-based organizations.

The regional resource centers (RRCs) have a fourfold task. First, the centers work in collaboration with the R&Rs and LPCs in the region and with other related agencies, including those of Native American tribal groups, to assess the resources in a region and to prioritize needs. Second, from the findings of the assessment, the RRC creates a plan for outreach activities in unserved and underserved areas, including rural areas, to identify and recruit new and potential child care and development providers. While the focus of the plan is on underserved rural areas, where child care and development centers have historically been the least successful, the RRC plan addresses the entire state because all California counties have unserved or underserved areas. Third, the centers are required to implement training and technical assistance activities focusing on the development of new child care and development agencies. Workshops and technical assistance are geared to a full range of development activities to address the particular needs of each applicant. Fourth, the RRCs provide grant-writing workshops to show potential providers how they can prepare successful applications for funding. Grant-writing activities address both public and private resources, including state and federal funds administered by the Child Development Division.

The RRC projects are as diverse as California's regions, and fundamentally different approaches are designed to accomplish the same statewide goal: to promote equal access to child development services.

The RRC projects are as diverse as California's regions, and fundamentally different approaches are designed to accomplish the same statewide goal: to promote equal access to child development services. During the anticipated five-year cycle of the centers, yearly evaluations will shape future activities and document the most effective strategies and structures for accomplishing the scope of the work mandated by this ambitious plan. At stake is the promise of progress toward equal access to child development services for all of California's child care providers, families, and children.

Regions One and Five

The Child Development Policy Institute (CDPI) Education Fund serves two regions in the north and south central coastal counties: Regions One and Five. These regions include the diverse challenges of both urban and rural communities. The CDPI Education Fund provides oversight of local training and technical assistance activities through subcontracts with the R&Rs in the regions' constituent counties. A collaboration with the National Economic Development and Law Center brings the workshop "Maneuvering the Maze: How to Finance the Construction and Renovation of Child Care Facilities" to both regions.

Region Two

In northern California the Shasta County Office of Education serves nine predominantly rural and mountain counties in Region Two. To address the uniquely difficult geographic and demographic challenges of rural mountain counties, staff members from The Grant and Resource Center of Northern California provide workshops offering training in grant writing to potential care providers in each of the region's counties. For more convenient service in the region's remote areas, where a licensing application may require three trips to the closest Community Care Licensing District Office in Chico, the Shasta County Office of Education works with the Licensing Advocates Office to encourage local training opportunities to understand the licensing process.

Region Three

Child Action, Inc., uses a unique approach to the subregions of the ten counties in Region Three, where four geographically and demographically defined service areas are organized across county lines and provide an innovative approach to the delivery of services in the capital region. The project has identified the Tahoe Lake Basin, foothill communities, and valley rural and urban-suburban communities as requiring distinctly different approaches to meet local challenges.

(Continued on page 30)

Regional Resource Centers

(Continued from page 29)

Working with multiple programs and projects in the area, including collaboration with Sacramento's Nonprofit Resource Center, the project brings a wealth of expertise to capacity-building activities in the region; for example, the development of new child care centers.

Region Four

In the San Francisco Bay Area, Kid's Clubs, a child care and development agency in Antioch, provides services throughout the seven counties in Region Four. The project has sponsored numerous activities for assessment and training designed to help with agency development in the widely differing communities of the region. Faced with multiple challenges, including serving the state's most densely populated city of San Francisco, the project has prioritized limited resources to target the most compelling needs. Working with Community Care Licensing in the Department of Social Services, the center conducts outreach activities at licensing orientations.

Region Six

In the Central Valley the Stanislaus County Office of Education brings constituents together to focus resources in Region Six to address the needs of population centers surrounding Stockton and Modesto and in remote and rural high Sierra mountain counties. The project has developed an advisory committee structured with bylaws and a carefully crafted framework to represent the region's constituents and interests. The advisory group meets four times a year to consider and decide the priorities for allocating the majority of the region's funds. Workshops and classes are provided in collaboration with the San Joaquin County Office of Education, Regional Office of Grants, Evaluation, and Research.

Region Seven

The Tulare County Superintendent of Schools serves Region Seven, which has a diverse agricultural economy. A partnership of the R&Rs and LPCs in the five counties was created to focus on working together with established child care advocates and agencies. Monthly meetings are rotated through the five-county service area. Working diligently to address some of the highest statistics of child poverty and unmet child care needs in the state, the partnership has identified local small business centers and other key members of the local business community to coordinate services throughout the region.

Region Eight

Los Angeles County is the only single-county region and has eight service planning areas (SPAs). It is the most populated regional resource center and possibly the most complex, with diverse language, ethnic, and cultural communities. Crystal Stairs, Inc., one of the county's ten R&Rs, has collaborated with the County Administrator's Office to coordinate existing resources and provide a comprehensive plan to address the needs of Region Eight. The project quickly established a series of well-attended workshops to address local Proposition 10 funding opportunities. Future efforts will focus on the county's least densely populated northwest area and on the unique challenges of the urban Native American community.

Region Nine

In Region Nine, the southernmost region of the state, the Chicano Federation of San Diego, a community-based organization that operates child care centers and a family child care network, is bringing together constituents from Orange and Imperial Counties to develop strategies to address the assessment of needs. The project plans a bilingual "virtual center" Web site to transcend traditional barriers of geographic, economic, and cultural isolation and to articulate resources in the region. In addition to a large Hispanic population, the region has also identified 18 Native American tribal groups.

Region Ten

Serving the largest geographic region of the state, Region Ten, the Riverside County Office of Education works to address the extremely divergent demographics of its urban and suburban population centers and the high Sierra counties to the north. As reported in the 1999 California Child Care Resource and Referral Network Portfolio, the region has two of the counties with the highest needs in California and two counties with the lowest population densities, each presenting its own set of challenges. One focus of the project has been to develop family child care homes to address child care needs in remote regions and to recruit the region's many license-exempt providers to achieve stable, quality licensed care.

Accomplishments of the Centers

During the 2000-01 funding cycle, the Child Development Division has brought the RRCs into the infrastructure of California's child care system. With the release of management bulletins announcing requests for funding applications (RFAs) in December 2000, potential applicants were provided contact information for the RRCs to obtain training and assistance with grant writing. In addition, whenever a score on an application is too low for a program to receive funding, a referral is made to the RRC in the program's area for technical assistance to improve the application for future opportunities. Working with community partners, R&Rs, and LPCs, the RRCs have become a vital part of the state's plan to equalize access to child care and development services in all of California's underserved areas.

For further information, please contact Tom Cole, Consultant, Child Development Division, at (916) 323-3034.

Partnership Issues: Employees or Independent Contractors?

Family Child Care Providers in Networks or Systems or Sponsored by Programs

by Abby Cohen, Region IX, State Technical Assistance, Specialist
National Child Care Information Center

On August 29, 2000, the Head Start Bureau issued proposed regulations which formally recognized the provision of Head Start in family child care settings as a program option. Almost from the inception of Head Start, family child care has been discussed as a possible option. Since Head Start's goal is to design programs to meet community and family needs, family child care has always been attractive. Many parents value its convenience, flexibility, home-like features, and ability to mix age groups (and thereby allow siblings to remain together). In response to this demand, a number of Head Start grantees established family child care homes through innovative demonstration grants and program expansions.

Through the demonstration projects the Bureau identified six primary indicators of quality family child care: the use of licensed homes; very small groups of children, especially when infants and toddlers are enrolled; qualified family child care providers with suitable training and experience; the implementation of a curriculum based on sound child development principles; the integral involvement of parents; and the provision of strong support from the Head Start program to providers, including paid staff to assist the family child care provider as needed and ongoing oversight of the family child care provider by qualified and experienced staff.

Ongoing oversight is important because it always raises a fundamental legal issue when considering family child care networks or systems or a program's sponsorship of homes; namely, are these providers employees or independent contractors? Unless that issue is dealt with, many agencies are reluctant to establish these programs. If providers are found to be employees and have not been treated as such, programs will be hit with penalties for failing to comply with the legal requirements imposed on employers, such as paying unemployment taxes, workers' compensation, and so forth. Consequently, individuals commenting on the proposed regulations have requested that the Head Start Bureau respond to these concerns in its final regulations.

In the meantime this article presents a brief overview of the issues and the current legal landscape. The article first addresses why it even matters how the law characterizes a worker and why the issue is so complicated. Then it discusses the two primary legal issues of concern: (1) Is there an employment relationship? (2) If there is, who is the employer? Finally, it looks at existing case law.

Why does it matter how the law perceives a worker?

When a family child care provider operates completely independently, everyone agrees that the provider is an independent contractor. But as soon as the provider has a relationship with a sponsoring organization, a network, or other system that supports providers and includes certain requirements or oversight, questions arise about whether or not an employment relationship exists. This issue is important because if an employment relationship does exist, the sponsoring entity or the employee or both may be responsible for complying with a variety of federal laws. Some of the primary requirements are as follows:

- Obtaining an employer identification number
- Complying with the federal Fair Labor Standards Act (FLSA)
- Complying with federal tax provisions, including the Federal Insurance Contributions Act (FICA), otherwise known as Medicare and Social Security
- Complying with the Federal Unemployment Tax Act (FUTA)
- Withholding federal income tax
- Applying for the Earned Income Tax Credit (EITC)
- Completing the Employment Eligibility Verification form (INS Form I-9)

(Continued on page 32)

Partnership Issues: Employees or Independent Contractors?

(Continued from page 31)

Under California law employers and employees have additional responsibilities. The primary requirements under state law are as follows:

- Registering as an employer with the Employment Development Department (EDD)
- Paying employer taxes, including State Unemployment Insurance (UI) and Employment Training Tax (ETT)
- Withholding required payments, including State Disability Insurance (SDI) and Personal Income Tax (PIT)
- Withholding payroll taxes
- Withholding income tax
- Contributing to workers' compensation
- Complying with the California Wage and Hour Law

Failure to comply with these laws is costly. In addition to the payment of whatever is owed, many of these laws carry severe civil penalties for violations. Willful violations may also subject one to criminal penalties.

Why is this issue so complicated?

There are three important factors that make the determination of whether there is an employment relationship complicated and difficult. First, many of the legal requirements listed above use different legal standards to determine whether one is an employee or an individual contractor. Although its sounds crazy (and it is not common), it is possible to be considered an employee in one context and an independent contractor in another. For example, courts are more likely to find an individual to be an employee under California's workers' compensation law than under other laws because the primary purpose of the workers' compensation law is to protect injured workers.

Second, the standards that are applied in these cases are not tight, objective standards but, instead, are very loose, subjective determinations. It is also a stretch to call these determinations "standards" because the "standard" used is really a conglomeration of factors, agency opinions, court interpretations, and so forth.

Finally, whether an administrative agency or court determines that someone is an employee is a highly individualized decision based on the specific facts of that person's case. As a result, it is hard to give generalized guidance or develop rules of thumb. Similar cases have resulted in different outcomes with no apparent justification.

When is there an employment relationship?

As indicated above, differing legal standards are used to determine the existence of an employment relationship, depending on which law is being considered. For example, for the purposes of federal employment tax laws, the Internal Revenue Service (IRS) applies a 20-factor test,[1] whereas the FLSA, which is more expansive (easier to be considered an employee), uses a six-factor test. Regardless of which test is employed, there are some factors that are typically considered. These can be grouped into three areas:

Whether an administrative agency or court determines that someone is an employee is a highly individualized decision based on the specific facts of that person's case.

Behavioral control—the right to direct and control how the worker does the task. This right does not actually have to be exercised for an employment relationship to be found; one must simply have the right to exercise control. Those making the determination look at the instructions the business gives the worker and any training given the worker. This factor is the most important consideration in almost all legal tests.

Financial control—the right to control the business aspects of the operation. Agencies and courts look at:

- Whether the worker has unreimbursed business expenses
- What the worker's investment is
- The extent to which the worker makes his or her services available in the relevant market
- How the worker is paid
- The extent to which the worker realizes a profit or incurs a loss

Type of relationship. Agencies and courts look at:

- Whether there is a written contract describing the relationship (Although the written word counts for something, it is not determinative.)
- Whether benefits are provided
- The permanency of the relationship
- The extent to which services performed by the worker are a key aspect of the regular business of the company

Who is the employer?

Under some of the employment laws, there may be a finding of joint employment. One of these laws is the FLSA. Therefore, once agencies or courts determine that an employment relationship exists and that the FLSA governs, they must also determine who the employer is. When child care subsidies are paid to family child care providers who are a part of networks or systems, the entities that need to be evaluated for their possible employer status are the payment agency (whether

[1]Versions of this 20-factor test are widely available; one source of value is the IRS Training Materials on worker classification, which is used by IRS employees to determine whether individuals are employees or independent contractors. While the training material does not carry the force of law, it is instructive. It can be obtained electronically at <*http://www.irs.ustreas.gov/prod/bus_info/training.html*>.

(Continued on page 33)

Partnership Issues: Employees or Independent Contractors?

(Continued from page 32)

public or private), the state or locality, and possibly the parents. In cases of joint employment, all the employers are responsible for ensuring that legal obligations are met.

What are the precedents in case law?

Not surprisingly, few cases deal directly with whether family child care providers that operate as a part of networks or systems are to be considered employees or independent contractors. And, as discussed previously, when such cases exist, it is difficult to generalize from them because either they occur in a different legal context or they involve different facts. The most recent cases in this area have applied the National Labor Relations Act (NLRA—the primary law governing unionizing) to family child care providers who are a part of networks or systems. Independent contractors have no protection under the NLRA.

The National Labor Relations Board (NLRB), which makes the rulings that implement the provisions of the NLRA, has found at least twice that family child care systems operating in New York were made up of independent family child care providers and that these providers were not employees of the sponsoring agency. In *Cardinal McCloskey Children's and Family Services*, 298 NLRB 55 (1990), the providers were found to be independent contractors despite the existence of numerous factors that suggested that they were employees, such as working set hours, serving only referred children, being furnished with toys and equipment, having to attend mandatory training, being closely monitored to ensure compliance with regulations, and having extensive suggestions made regarding the operation of their homes. The key to this decision appears to be that despite all the monitoring and supervision, the regional director found that most of the monitoring was done according to regulations required by the subsidizing agency rather than by the sponsoring agency. It is interesting to note that this finding was made despite the recognition that the homes received more visits than were required by the subsidizing agency and that providers were required to make alternative arrangements for children in their care in the event of provider illness or vacation and to notify the sponsoring agency, although the subsidizing agency did not require this.

By contrast, a 1980 decision by the NLRB had found that providers *were* employees because they were required to meet many controls imposed by the employer independent of any governmental regulations.

Conclusion

There are no easy answers to these issues. From a policy perspective, some people are eager to ensure that protective employment laws benefit family child care providers who clearly are not operating on their own. Those taking this position believe that such providers are running businesses that are controlled by others down to the small details and see few differences between these providers and child care center staff.

Others are concerned about the cost that a finding of employment would cause, particularly in subsidy situations in which the subsidies provided are insufficient to cover all the costs that accompany employment. Still others believe that providers working in their own homes are too independent to be considered employees, regardless of the requirements they must meet to participate in a network or system. The Head Start Bureau may provide some guidance in the future on these issues with respect to Head Start programs under federal law in response to the comments submitted about its proposed regulations.

However, that still leaves open continuing concerns about how Head Start programs utilizing the family child care option will be treated under state laws and how family child care networks or systems operating outside of Head Start will be treated under state *and* federal laws. Because these networks or systems may operate under different standards (unlike Head Start, which uses a uniform standard throughout the country), and the cases may come up in different legal contexts (unemployment, workers' compensation, etc.), we may continue to get different outcomes. It is important for any network or system considering the development of such a program to obtain legal counsel to review the cases that do exist. In that way programs can develop operating policies and procedures in accordance with the outcome they wish to attain—as employees or as independent contractors.

Local Planning Council and Head Start Collaboration–One County's Story

by Donna Beveridge
Child Care Coordinator
San Bernardino Children's Network
Child Care Planning Council

In order for California to receive federal child care block grant funds, a process was required to determine local priorities for the use of funds. In California a local planning council (LPC) was established in each county to assess the needs of the community for child care and development services and to set priorities for the expenditure of grant funds (AB 2141).

In response to this requirement, the San Bernardino County superintendent of schools and the county board of supervisors convened a planning council steering committee in June 1991. The steering committee membership included the San Bernardino County Preschool Services Department (PSD) Head Start program. Hortense Hunn was the first Head Start director to serve on the local planning council. The executive director of PSD has been a voting member of the local child care planning council ever since.

In 1994 San Bernardino County received its first allocation of the federal child care block grant. In 1995 the San Bernardino LPC hired a child care coordinator, Donna Beveridge, to develop a strategic plan for managing the county's federal block grant and for cooperating and collaborating with the entire early education community, including the Head Start/Preschool Services Department. A year later the LPC (chaired by a staff member of Child Development Services), Head Start/PSD, the County Office of Education, and Child Development Services drew up a plan for a "wrap-around" program: children would receive full-day care throughout the year from federal and state child care programs administered in one location (known as co-located programs).

The federal Head Start program funds one-half day of care, and the State Preschool program or an alternative payment program funds the other half-day of care. State Superintendent of Public Instruction Delaine Eastin approved a waiver for the plan, which accelerated moving children on waiting lists from one program to the other. In the first year 50 children were served in the Head Start and State Preschool program. The program has been a success and gets additional support from the CalWORKs Child Care Agency's Transitional Aid Department (TAD).

In 1997 the fledgling California Child Care Association invited the San Bernardino LPC chair and the child care coordinator to speak at the association's first conference. Addressing 60 attendees, the conference speakers focused on the role of the local planning council and the collaborative relationship with Head Start. Every year since, the LPC has participated in child care workshops throughout the state on the same topic. In addition, as an appointed community representative to the Head Start parent policy council (PPC), the LPC child care coordinator has disseminated information on child care and development issues to the PPC members and has collaborated on many projects, including the "Stand the Children" celebration the past three years.

When the local planning council was reorganized in 1999, the council's appointed membership included 20 percent child care users and providers, including the president of the Head Start PPC and other interested parents. All these activities served to improve the LPC's relationship with the child care community and strengthened the interaction of the LPC with Head Start.

The Welfare Reform Act of 1996 brought about changes in child care and development services. California's response to the federal law was the establishment of CalWORKs, California's welfare program, which includes cash and employment assistance for eligible families. San Bernardino County's response to the changes brought by welfare reform was to organize a multidisciplinary team in 1999. The team consisted of the LPC coordinator and a representative from each of the following agencies: Head Start; TAD, CalWORKs Child Care Agency; county schools; Pomona Unified School District (PUSD), the agency serving the west end of San Bernardino County; the resource and referral (R&R) agency serving the rest of San Bernardino County; and the community colleges.

The multidisciplinary team met weekly to plan a seamless, cooperative method of moving clients through the stages of public child care into the greater arena. All concerned agencies began using the same administration forms, parent's handbook, and provider contract forms. Except for the community colleges and the PUSD, they ultimately began using a joint server and the same software, NoHo (North Hollywood) Cares. In 2000 a combined eligibility list (CEL) project integrated all state-subsidized providers and children for child care in a joint server. For Head Start/State Preschool, TAD, Child Development Services, and the resource and referral agency, *the dream became a reality.*

When parents are referred to the Head Start/Preschool Services Department, child care service for their other children is available through the local R&R agency. As children leave the Head Start program, other agencies provide school-age and after-school child care. This collaboration allows children to move from one program to another with no disruption to the family.

Collaboration and cooperation are not just "buzzwords" but a commitment from both the Head Start/Preschool Services Department and the local planning council, leading to the *best* service for children and their families.

Professional Associations

(Continued from page 7)

- *Advocacy.* CAEYC represents educators as a group at the state level. The CAEYC office staff are always available to answer questions and to provide information on current issues.
- *Reduced fees.* Members receive discounts for CAEYC conferences, events, and training sessions.
- *Professional incentives.* CAEYC offers internship programs and other leadership opportunities, educational grants, and awards.
- *Informational newsletter.* Members and other interested persons can get up-to-date information by accessing CAEYC's newsletter, *Connections*, at its Web site <*http://www.caeyc.org*>.

California Child Development Administrators Association (CCDAA) (5–6)

Recognized as one of California's leading professional organizations, CCDAA is an independent professional organization for administrators of publicly funded child development programs. Its long-standing record of advocating quality early education in California dates back to 1943. CCDAA achieves its purpose of promoting quality early childhood programs in the state through the provision of educational and technical assistance and networking for administrators. The association provides a forum for administrators to work together to improve the quality, availability, and efficiency of child development programs. It also has an impact on decisions at the state level through its active partnership with the California Department of Education, Child Development Division. Membership benefits are as follows:

- Receive up-to-date information on issues being addressed in Sacramento and Washington, D.C.
- Have access to technical training at the monthly section meetings and the annual conference, which are designed for administrators.

(Continued on page 36)

Regional Resources

(Continued from page 23)

WestEd Program for Infant/Toddler Caregivers, Regional Training Coordinators

Region I
Marcia Walsh
P.O. Box 94
Monte Rio, CA 95462
Telephone: (707) 481-6108
E-mail: *mwalsh@WestEd.org*
Counties served: Del Norte, Humboldt, Mendocino, Lake, and Sonoma

Region II
David Longaker
1144 Stewart Ave.
Chico, CA 95926
Telephone: (530) 896-0817
E-mail: *dlongak@WestEd.org*
Counties served: Butte, Colusa, Glenn, Lassen, Modoc, Nevada, Placer, Plumas, Shasta, Sierra, Siskiyou, Sutter, Tehama, Trinity, and Yuba

Region II
Cheri Longaker
1144 Stewart Ave.
Chico, CA 95926
Telephone: (530) 896-0817
E-mail: *clongak@WestEd.org*
Counties served: Same as David Longaker

Region III
Ruth Major
2 Commodore Dr. #175
Emeryville, CA 94608
Telephone: (510) 326-5943
E-mail: *rmajor@WestEd.org*
Counties served: Alameda, Contra Costa, Marin, Napa, San Francisco, and Solano

Region IV
Judy Ishiura
5400 East St.
Sacramento, CA 95819
Telephone: (916) 213-0377
E-mail: *jishiur@WestEd.org*
Counties served: Alpine, Amador, Calaveras, El Dorado, Madera, Mariposa, Merced, Sacramento, San Joaquin, Stanislaus, Tuolumne, and Yolo

Region V
Consuelo Espinosa
8887 Carnation Ln.
Gilroy, CA 95020
Telephone: (408) 842-8372
E-mail: *cespino@WestEd.org*
Counties served: Monterey, San Benito, San Mateo, Santa Clara, and Santa Cruz

Region VI
Sandi Schwarm
68 N. Michigan Ave. #3
Pasadena, CA 91106
Telephone: (626) 568-8766
E-mail: *sschwar@WestEd.org*
Counties served: Antelope Valley of Los Angeles, San Fernando Valley, San Luis Obispo, Santa Barbara, and Ventura

Region VII
Lillian Anderson
8601 Spanish Bay Dr.
Bakersfield, CA 93312
Telephone: (661) 589-7880
E-mail: *landers@WestEd.org*
Counties served: Fresno, Inyo, Kern, Kings, Mono, and Tulare

Region VIII
Constange Marine
212 Teague Dr.
San Dimas, CA 91773
Telephone: (909) 592-4299
E-mail: *cmarine@WestEd.org*
Counties served: Central, Southern, and Western Areas of Los Angeles

Region IX
Michele Soltero
10157 Tres Lagos Ct.
Spring Valley, CA 91977
Telephone: (619) 644-7717
E-mail: *msolter@WestEd.org*
Counties served: Imperial, Orange, and San Diego

Region X
Kathryn Ingrum
450 N. Soldano Ave. #171
Azusa, CA 91702
Telephone: (626) 334-4314
E-mail: *kingrum@WestEd.org*
Counties served: Eastern Los Angeles, Riverside, and San Bernardino

Professional Associations

(Continued from page 35)

- Have opportunities to network and to discuss and solve problems facing administrators and to support colleagues.
- Become affiliate members of USA Child Care, a national provider organization.

Each of the association's northern section, southern section, and state executive board has monthly meetings. CCDAA holds a state conference and annual membership meeting each year. E-mail: *<lschwa01@lausd.k12.ca.us>*

California Community College Early Childhood Educators (CCCECE) (All)

This association is for personnel employed in California community colleges with assignments in child development or campus child development centers. Associate membership is offered to persons with teacher-training responsibilities in other agencies. CCCECE's purpose is:

- To communicate and share information among colleagues
- To monitor legislation and commissions affecting children and education
- To speak as a united voice to strengthen the community college and its early childhood/child development and children's programs
- To serve as a liaison with the California Community College Chancellor's Office

Membership benefits include the biannual *Letter Tree* newsletter; public policy action updates; fall and spring workshops or conferences; regional networking meeting for all members; task forces organized to work on teacher preparation and issues involving community colleges' early childhood education programs, instruction, and services; and a professional action grant awarded annually for a project that will benefit the community college's early childhood education field.

Maureen McSweeney (707) 864-7183

California Head Start Association (CHSA) (All)

Over the years, CHSA has become the unified voice providing leadership and advocacy for the Head Start community. Uniting people from the Head Start programs, parents, and other concerned persons in such a large state has always had its challenges, but the association has constantly worked to overcome them through mailings, conferences, trainings, and other avenues of communication. Membership of the association consists of parents, Head Start staff, community volunteers, and staff of other agencies.

(916) 444-7760 or *<http://www.ca-headstart.org>*

The mission of CalSAC is to support professionals and organizations in providing quality, affordable, and accessible school-age programs.

California School Age Consortium (CalSAC) (All)

CalSAC is the nation's oldest and largest statewide association for school-age care, representing more than 7,000 professionals and allied organizations. The mission of CalSAC is to support professionals and organizations in providing quality, affordable, and accessible school-age programs. To accomplish its mission, CalSAC provides training, advocacy, and networking opportunities for school-age and after-school care professionals throughout California. The membership reflects the diversity of school-age care and after-school programs and includes practitioners, educators, and advocates who work in a variety of settings. CalSAC works with statewide policy advisory groups and local community networks, and its advocacy efforts help educate the public about the essential services and benefits of quality programs for children and youths in their out-of-school time.

(415) 957-9775 or *<http://www.calsac.org>*

Professional Association for Childhood Education (PACE) (All)

PACE is a nonprofit, tax-exempt organization established in 1955 to advance the profession of providing quality child care and early childhood education. A statewide association, it serves all categories of licensed and regulated child care centers. PACE members operate nearly 1,000 centers serving more than 55,000 California children. The association offers members opportunities for networking and gaining valuable information through local chapter meetings, periodic workshops, professional development training, and legislative updates. Through the PACE state lobbyist, the Department of Social Services Regulatory Committee, and PACE's affiliation with the National Child Care Association, PACE strives to protect the interest of the private provider while promoting continual professional development. Members receive services and support in legislation, licensing regulations, networking, and education; information through *The PACESetter*, a quarterly newsletter; the annual membership directory; and legislative and regulatory alerts. Other member benefits include discounted rates for child care liability insurance, which includes coverage of student accidents; debt collection services; financial planning services; assistance in handling accounts; continuing education; and entertainment and travel discounts.

(800) 924-2460

Programs and Services

(Continued from page 6)

- Tracking, monitoring, and evaluation of services for children with disabilities
- Parents as partners
- Current research and practice

The *Golden Speech Language Pathologist Assistant (SLPA)* project is a collaborative project developed by the Los Angeles County Office of Education Head Start Program and the DS/QIC–Sonoma State. It focuses on developing and supporting the training of speech and language pathologists and pathologist assistants as competent partners in delivering services to children in Head Start, both in education and health care settings. Working with several community colleges, the project offers an associate in arts degree and viable career opportunities for individuals seeking self-sufficiency.

<http://www.sonoma.edu.cihs.hsds>

Inclusion of Children with Disabilities and Special Needs (All)

Funds are available for training staff of preschool and school-age care programs. Training covers strategies, program practices, program models, and legal requirements regarding the inclusion of children with disabilities and children with other special needs in child care and school-age care settings.

WestEd, (916) 492-9999

Special Education Early Childhood Administrators Project (SEECAP) (4–6)

(See Administration.)

Distance Learning

California Virtual Campus (CVC) (All)

CVC is a Web site that provides access to a catalog of distance learning courses offered by accredited colleges and universities throughout California and of professional development resources and training offered through CVC centers. Currently, CVC has 124 participating colleges and universities, 3,411 courses, and 165 programs. CVC does not grant degrees or certificates or answer individual questions about courses. Through the CVC Web site, interested participants can find out about courses and certificate or degree programs offered through distance learning by California's leading institutions of higher education and connect with the appropriate campus for enrollment and more information.

<http://www.cvc.edu>

California State University (CSU), Fresno (All)

Fresno State Digital Campus, which is not listed in the California Virtual Campus, has been serving the college community through distance learning for more than 14 years and has been offering an array of Web-based courses for students from all walks of life. These courses, some of which are fully and others partially online, are available anytime and anywhere to anyone interested. The campus also has four main studio-classrooms that are used for broadcasting courses to off-campus students. Through the Internet courses are delivered to programs in other CSU campuses, including Bakersfield, Chico, Humboldt, San Francisco, and Stanislaus.

<http://www.csufresno.edu>

California State University (CSU), Northridge (All)

CSU Northridge, which is not listed in the California Virtual Campus, offers the Educational Technologies and Distance Learning Services program. As an outreach program, the Distance Learning Services provides quality education to the distant learner. One of its many outreach modes is a four-channel color network—an interactive audio and closed-circuit system that covers an area of more than 14,000 square miles. It enables the university to establish an electronic network and provide training and education to students in the Antelope and San Fernando Valleys, Kern County, and additional places in Los Angeles County. The program offers credit classes and noncredit certificate programs transmitted live through microwave from campus classrooms to telecommute centers, schools, and industrial companies. This television network makes it possible for off-campus students to complete undergraduate prerequisites.

<http://www.csun.edu>

Family Child Care

Child Care Initiative Project (All)

The Child Care Initiative Project, established in 1985 to address the shortage of licensed, quality family child care services in California, is conducted by local resource and referral agencies. The five-stage process to build the supply of child care is as follows:

1. Assessing the local supply and demand of child care and targeting shortages of care in specific geographic areas
2. Recruiting interested individuals who have the potential to become licensed family child care providers
3. Training those individuals to provide quality child care and to manage a small business effectively
4. Providing technical assistance to help those individuals get licensed and started
5. Providing ongoing support to help them stay in operation

Private and local contributions are encouraged to match funds from the California Department of Education, Child Development Division, but there is no specific matching requirement that could act as a barrier to increasing the supply of licensed family child care providers, especially in rural areas and in areas with high concentrations of poverty.

California Child Care Resources and Referral Network, (415) 882-0234

(Continued on page 38)

Programs and Services

(Continued from page 37)

Family Child Care at Its Best Project—University of California, Davis (All)

Offered through the Center for Human Services Training and Development, University of California, Davis (UCD), this project provides training and quality improvement services to licensed family child care home providers throughout California.

Diane Harkins, Project Manager, UCD, (530) 757-8643

Family Child Care Provider Training (All)

This training project was designed for members of local and statewide associations of family child care providers. It supports the training, professional development, and networking of family child care providers to enhance the quality of services provided to families and their children who are using family child care settings. Services provided by the project include regional family child care institutes, grants to local associations for locally determined training activities, and funds to help pay for substitute staff when needed.

Malia Ramler, Center for Health Training, (415) 929-9100

Public Broadcasting Preschool Education Project/Sesame Street Preschool Education Project (PEP) (All)

This project, conducted by seven public television stations in Eureka, Fresno, Los Angeles, San Diego, San Francisco, San Jose, and Redding, trains child care providers in the appropriate use of television as an educational tool for young children and their families. The PEP training program reaches thousands of family child care providers, preschool program staff, parents, and other caregivers of young children. Critical thinking skills and literacy are stressed throughout the workshops. Caregivers receive materials (a provider handbook, training tools, storybooks) that enrich the quality of their program for young children.

Each of the participating public television stations has established a network of trainers to offer continued support and conduct refresher training. The project is jointly funded by the California Department of Education and participating television stations.

Aurora Dominguez, (916) 323-1312

Health and Safety

California Child Care Health Program (CCCHP) (All)

Dedicated to improving the quality of child care by promoting and facilitating the linkages between health and safety services and the child care communities and the families they serve, CCCHP delivers the following services:

- *Child Care Health Linkages Project.* Funded by the California Children and Families Commission, the project is developing the infrastructure to provide health and safety consultation services to child care programs in an effort to increase healthy outcomes for children and families. Child care health consultants and family health coordinators will be hired and trained in up to 20 counties in California. These health professionals and early childhood educators will work with caregivers and families to ensure healthy and safe environments and practices and access to resources.
- *Child Care Health Connections Newsletter.* Disseminated statewide, this bimonthly publication provides current and emerging health and safety information to the child care community. Articles may be copied by programs and distributed broadly to service providers and parents.
- *Child Care Behavioral Health Project.* The project expands access to mental health consultation services and provides training for child care and mental health providers in dealing with behavioral issues in child care settings, including working with families and managing difficult behavior.
- *Diversity Research and Training Project.* The project addresses health, developmental, and social issues involving biracial children in child care settings. A curriculum module will be developed for inclusion in diversity training and workshops.
- *On-Line Child Care Health.* This project establishes online health and safety bulletin boards and trains child care and health care providers to use online information and services. The focus is on gaining electronic access to information regarding services in California and nationwide.

- *Child Care Health and Safety Consultation Services.* This program provides health and safety assessment, training, information, and resources to child care centers in San Francisco and other communities where funding may be available.
- *Family Child Care Immunization Project.* Funded by the California Department of Health Service, Immunization Branch, the project notifies and educates family child care providers about new immuniza-

(Continued on page 39)

Programs and Services

(Continued from page 38)

tion requirements for children in care and promotes the use of community resources.

- *Healthline (800) 333-3212.* The Healthline provides information and consultation on children's health and safety issues, including communicable disease management and reporting requirements; immunization; behavioral and nutritional concerns; child abuse; children with special needs; and early childhood education and development. Calls to Healthline are answered by pediatric health professionals. Referrals to health-related services are made when necessary.

<*http://www.childcarehealth.org*>

California Center for Health Improvement (CCHI) (3–6)

CCHI is a nonprofit, nonpartisan resource for policymakers and community residents seeking to improve the health of the population. It serves the public not only by disseminating objective and accurate information on community health and health care issues and polices but also by framing ideas and research for action. CCHI provides practical guidance, identifies clear policy choices, addresses barriers to effective implementation, and supports public policy innovation at the community, state, and national levels. Since 1995 CCHI has been recognized as a headquarters for health improvement and promising prevention practices. CCHI's core services include:

- *Health policy analysis and development.* CCHI analyzes complex health issues and presents recommendations for future action.
- *Program consultation.* Consulting expertise is offered in 45 subject areas, including early childhood and youth, health care, outreach for children's health coverage, prevention programs, reorganization of public health programs, tobacco control, substance abuse, women's health, and implementation of the California Children and Families First Act.
- *Reports and publications.* Action-oriented publications stimulate thoughtful dialogue, increased participation, and informed policymaking to improve the health and well-being of the greater community. CCHI publications include *Growing Up Well–The Series, Getting Involved, Emerging Infectious Diseases, Supports for Families,* and *Emotional Health of Children.*
- *Surveys and tools.* CCHI develops and implements public opinion surveys of Californians. Working in collaboration with several agencies, CCHI has gathered numerous findings on community health, health spending, welfare reform, children's health, and substance abuse. Available tools include a handbook on organizational development and guide on the contracts awards process.
- *Workshops and training.* Interactive training and workshops are offered on such issues as home visitation and family support, organizational development, grant writing, strategic planning, policy development, and data use.
- *Proposition 10 Technical Assistance Service Center (TASC).* The center helps 58 county Children and Families Commissions in developing and implementing their local strategic plans and achieving their Proposition 10 goals and objectives. This statewide, *courtesy* technical assistance program is funded by the California Children and Families Association through a grant from the David and Lucile Packard Foundation. TASC responds to counties' direct requests for assistance and to their emerging needs with on-site programming and consulting services based on regular assessments of county needs, surveys conducted at annual statewide meetings, and other feedback tools. A variety of written materials, Web site-based information, and telephone consultation services enhance structured program offerings. Examples of services are as follows:
  - — Coordinated direct technical assistance is provided by expert consultants on-site, through telephone, and through regional workshops in the following areas: organizational management, fiscal planning, grant preparation, The Brown Act, and coordination and integration of services for children.
  - — The resources library houses information about program-related *best practices* and administrative tools in useful formats. Publication subject areas include, but are not limited to, child care and development, tobacco-use cessation, family resource centers, child health, family literacy, parental leadership, and early childhood education. In addition, toolkits have been developed to assist with grant preparation, fiscal leveraging, and organizational development.
  - — Regional workshops, conducted in small groups, focus on strategic planning, plan implementation, and organizational development topics.
  - —Teleconference collaboration showcases county lessons learned and information on best practices and features expert speakers in a convenient monthly meeting format.

<*http://www.cchi.org*>

Health and Safety Training for Licensed and License-Exempt Providers (All)

Resource and referral agencies get funds through a contract to arrange for or provide reimbursement to licensed center-based staff, licensed family child care providers, and license-exempt family child care and in-home providers. Reimbursement is for costs associated with completing health and safety

(Continued on page 40)

(Continued from page 39)

training, including pediatric cardiopulmonary resuscitation (CPR), first aid, prevention and control of communicable disease in child care settings, safe handling of food, nutrition, disaster preparedness and mitigation, and other health- and safety-related subjects.

Sharon Hawley, (916) 323-5089

Infant/Toddler

California Early Intervention Technical Assistance Network (CEITAN) (All)

CEITAN, a project of WestEd, provides training, technical assistance, and support to agencies and programs, such as the California Early Start program, in implementing early intervention services for infants and toddlers who are at risk of developmental disability and their families. CEITAN facilitates the implementation of a statewide comprehensive system of personnel development required by the Individuals with Disabilities Education Act (IDEA) to ensure that early intervention personnel are appropriately trained and qualified and have the knowledge and skills to provide quality early intervention services. Personnel development services include:

- *The Early Start Training Institutes*, which address early intervention competencies in four three-day core trainings
- *Special Trainings and Forums*, which include such topics as assessment and evaluation, natural environments, and family issues
- *California Early Start Personnel Development Scholarship Fund*, which provides training scholarships and grants to providers of early intervention services for college work, conference attendance, local training events, and local personnel development start-up efforts
- *Consultant Network*, which provides information, training, and technical assistance to regional centers, local educational agencies, and other agencies
- *Community College Paraprofessional Preparation Project*, which integrates early intervention competencies into child development programs

CEITAN is also studying other activities, including the Early Intervention Personnel Process, distance education, and supportive supervision and mentorship.

<http://www.wested.org>

Infant/Toddler Consortium (All)

The consortium is a dynamic collaboration of child care agencies and individuals (e.g., child care resource and referral staff, college instructors, and child care professionals) throughout the San Francisco Bay Area dedicated to advancing quality care for infants and toddlers. It organizes an annual conference at an affordable cost for diverse groups of people who care for infants and toddlers. The conference, which is the largest of its kind in California, offers workshops and other educational events in a variety of languages.

<http://www.infanttoddlerconsortium.org>

Program for Infant/Toddler Caregivers (PITC) (3–6)

This comprehensive multimedia training program for trainers of infant/toddler caregivers is presented in four separate modules, which cover the following topics: social–emotional development, quality group care, cognitive and language development, and cultural and family issues. Components of the program are as follows:

Trainer of Trainer Institutes. Participants who complete the modules and related course work are endorsed as PITC certified trainers. Participants receive copies of all curriculum guides, training manuals, and other print resource materials. They are also able to purchase the videos at discounted prices. Those receiving scholarships are required to conduct a minimum of 25 hours of training caregivers in their local area during the next two years, using the PITC materials.

Stipend for trainers with an infant/toddler focus. Funds are allocated to support the retention of trainers who have completed state-funded trainer-of-trainer initiatives and to provide community-based training to staff working in child care and development programs. The California Department of Education provides stipends for endorsed trainers primarily to conduct on-site training sessions and to provide technical assistance to enhance the quality of infant/toddler programs.

Regional training coordinators. Funds are allocated for ten regional coordinators to support PITC-certified trainers in conducting training at the local level. These regional coordinators oversee the allocation of stipends for local trainers; arrange regular meetings with trainers to share new resource materials; coordinate outreach services to new and existing infant/toddler programs; and coordinate training at the PITC model training sites at five community colleges.

Contact information for the PITC regional coordinator and trainers is listed in the Regional Resource Directory.

Language and Literacy

Early Steps to Reading Success (ESRS) (3–4)

ESRS is a statewide early literacy collaborative project of the Reading Professional Development Institutes of the University of California, the California Association for the Education of Young Children, and the National Head Start Association (NHSA). Its goal is to provide California early childhood educators, caregivers, and parents with the knowledge and skills they need to foster early literacy in children from birth to five years of age. It is supported with state funds and a grant from the California Children and Families Commission. The two major components of ESRS are as follows:

1. *HeadsUp! Reading.* Under the auspices of NHSA and its partners,

(Continued on page 41)

(Continued from page 40)

this innovative 44-hour college course in literacy is delivered by satellite to locations throughout the country. In California sites are linked to the NHSA HeadsUp! Network to broadcast the courses to communities across the state. The project provides stipends, scholarships, and funds for substitutes for up to 2,000 participants who are working full time in programs serving children at greatest risk of school failure. Funds are also available to enrich early childhood settings with children's books and other instructional materials and to provide parents with children's books.

2. *California Reading Professional Development Institutes.* The institutes provide teams of early childhood educators from state-funded preschools and child development centers with intensive professional development in teaching crucial early literacy skills. Throughout the school year participating pre-K staff collaborate with other members of their school community to develop, implement, and assess action plans to help each child in their programs become a motivated and successful reader. Participants have opportunities to earn college credit or continuing education units. Stipends for institute participation are provided along with assessment and instructional materials on teaching reading as well as additional resource materials, including current research and textbooks.

<*http://www.caeyc.org*>

Training to Support Staff Working with Limited-English-Proficient (LEP) Children (5–6)

A series of two-day training-of-trainers sessions based on the California Department of Education's publication *Assessing and Fostering the Development of a First and a Second Language in Early Childhood* will be conducted throughout the state for staff working with LEP children. These sessions will target program coordinators and other supervisors serving preschool-aged children. Participants will receive a training manual, resource guides, videos, and support materials, which will facilitate additional training in their local communities.

Santa Cruz County Office of Education, (831) 479-5321

Mental Health

California Child Care Mental Health Project (All)

The goal of this mental health project is to strengthen the capacity of child care providers for providing quality child care to children with challenging behaviors by developing a model mental health service and support infrastructure to meet the special needs of children and families in the child care setting.

Through this project, the California Child Care Health Program (CCHP) will:

- Promote and maintain the health and well-being of children in child care.
- Create linkages and promote collaboration between mental health professonals and the child care community.
- Establish services to meet the identified needs of children with challenging behaviors, their families, and child care providers. The project focuses on eliminating barriers and promoting the inclusion in child care of those children with special behavioral and social needs. Three counties—Alameda, Ventura, and a rural county to be named—will be selected as pilot sites, and agreements of service will be developed with each county.

A general outline of services to be identified, developed, and established is as follows:

1. *A mental health curriculum for training providers* to:
   - Understand early mental health and development.
   - Establish and evaluate a screening process and train child care providers on how to identify symptomatic behaviors, when to seek mental health consultation, and how to access mental services.
   - Ensure that mental health providers are able to assess children in their play environments.
   - Counsel teachers on effective response to unacceptable behaviors and mental health interventions.
   - Provide direct service.
2. *A training curriculum for child care providers* to help them understand:
   - How mental health intervention can help them provide quality child care
   - How to identify children who need intervention services—warning signs to look for and observation and documentation techniques to apply
   - How to link with mental health services to establish appropriate intervention plans
   - How to work effectively with the mental health community
   - How to communicate with parents regarding mental health services for their children

(510) 281-7915 or <*http://www.childcarehealth.org*>

Infant–Preschool/Family Mental Health Initiative (All)

The initiative is a collaborative effort among eight county departments of mental health and their interagency community partners to develop early mental health and early intervention services for children from birth to five years of age and their families.

The project is funded through the California Department of Mental Health by a state-level grant from the California Proposition 10 Commission

(Continued on page 42)

Programs and Services

(Continued from page 41)

for Children and Families. The initiative provides support, training, technical assistance, materials, and other resources to participating counties. It also assists in coordinating a statewide effort for personnel and program development. The initiative's primary goals and activities include expanding integrated services; developing resources; identifying effective screening and assessment measures and intervention approaches; providing community education; enhancing training for mental health professionals; and increasing interdisciplinary and interagency collaboration in evaluating outcomes for children, their families, and service providers.

(916) 492-9999

Early Childhood Mental Health Services Project (ECMHSP) (All)

The mental health consultants of ECMHSP train child care providers to develop their abilities and skills to:

- Offer healthy, safe, and developmentally appropriate and growth-promoting experiences for children in their care.
- Respond appropriately to the children's needs and to the multiple emotional, behavioral, developmental, and social challenges exhibited by the children in their care.
- Develop good and positive relationships with children in their care to alleviate difficulties that the children may be facing and to mitigate the effects of stressors on them, thus increasing the children's resiliency.
- Increase their awareness and understanding of the impact and importance of their interactions with children.

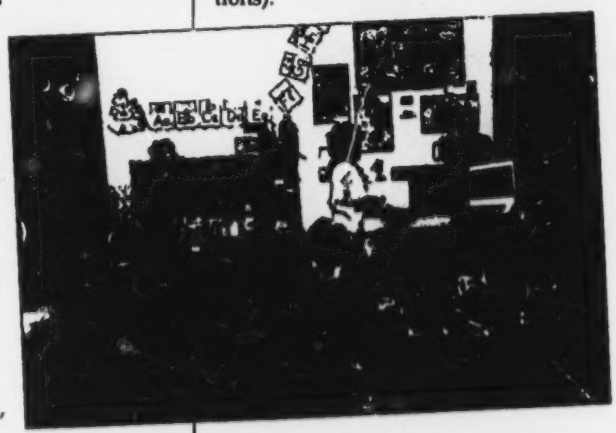
Laurel Kloomok, (415) 563-1041

Project Relationship (All)

Project Relationship is based on the premise that respectful and responsive interactions among staff, families, and children are necessary to establish and to sustain early childhood programs that nurture the children. The project also holds that (1) each child care program is unique; (2) all behavior is communication; (3) adults are not interchangeable; and (4) the quality of relationships within the program is dependent on respect for individual differences and on positive response to individual needs. The project's basic tool, "Going Around the Circle," is a structured, relationship-based framework for problem solving among staff that helps them to work together to nurture each child, even the one with the most challenging behavior.

Materials used in the project include a training guide and video that illustrate the following components:

- *Improving staff communication*, which helps staff build authentic relationships to improve communication through mutual trust and commitment to the process
- *Enhancing success for young children in group settings*, which demonstrates the importance of increasing personalized interactions between staff and children as well as among staff members
- *Enriching program practices for children, staff, and families*, which shows how developing supportive routines and rituals can enrich program practices



Although the project materials can be very useful in staff development, Project Relationship is aware that there are no "quick fixes" for building trust and relationships that prepare and support staff to work more effectively with children and families. Step by step, the project's trained facilitators build environments of trust and respect so that varying opinions, feelings, and levels of expertise can be shared in an authentic manner. This goal requires a long-term commitment.

Project Relationship's training services, ongoing support, technical assistance, and training materials are available from WestEd's Center for Prevention and Early Intervention.

E-mail: <*ceitan@wested.org*>

School Age

California School Age Consortium (CalSAC) (3–6)

CalSAC was founded to help programs provide quality out-of-school experiences for children and youths. Since 1982 CalSAC has been providing leadership and professional development training opportunities for staff of school-age care. It is the nation's oldest and largest statewide association for school-age care, representing over 7,000 professionals (see Professional Associations).

Each year CalSac conducts more than 30 conferences and specialized training workshops throughout the state. Since 1983 CalSac has hosted an annual statewide conference with networking opportunities and workshops for all levels of experience. CalSAC works in partnership with community colleges to promote developmentally appropriate education for after-school program staff. Training programs include:

1. *College Instructor's Curriculum Seminars.* The seminars assist community colleges and continuing education programs in offering

(Continued on page 43)

(Continued from page 42)

training that is specific to the needs of staff in school-age care. The seminars are facilitated by veteran school-age care practitioners who combine their insight of the daily challenges and realities of the field with the school-age care theory outlined in the California Department of Education publication *Kids' Time: A School-Age Care Program Guide.*

During this innovative two-day training, participants:

- Learn about current issues.
- Visit a variety of school-age care programs.
- Try out new activities and ideas to use in the classroom.
- Network with other college instructors teaching school-age care.
- Receive tools for effective teaching of the components of a quality school-age care program to their students.

Participants receive two "ready-to-go" three-unit courses—School-Age Child Development and School-Age Care Curriculum—that include course outlines, assignments, handouts, discussion topics, and activities; *Kids' Time: A School-Age Care Program Guide;* the video version of *Kids' Time;* and *National School-Age Care Alliance Standards for Quality School-Age Care.*

2. *Training for School-Age Program Professionals (Teachers and Administrators).* The consortium conducts a series of training-of-trainers institutes throughout California, in which it uses the Department's *Kids' Time* program guide and *Kids' Time* video as the basis of the curriculum. The training activities include such topics as developmentally appropriate practices for school-age programs, behavior management techniques, a positive interpersonal environment, assessment of children's interests, partnership building with parents, links with the child's school, and community participation. Participants are provided a copy of the *Kids' Time* program guide and *Kids' Time* video for use in training in their local communities.

   (415) 957-9775 or <*http://www.calsac.org*>

The California Department of Education provides stipends for trainers focusing on school-age and after-school care. The stipends support the retention of endorsed trainers who have completed the state-funded Kids' Time training-of-trainers institutes, enabling them to conduct community-based training for staff working in before- and after-school programs. The trainers also provide on-site consultation to enhance the quality of school-age care and after-school programs.

Teacher Training

California Early Childhood Mentor Program (3–6)

The mentor program is conducted at approximately 70 community college campuses. The goal of the program is to support experienced early childhood education teachers and directors and to encourage them to remain in the field.

The program provides improved financial compensation and other benefits for child care and development teachers and program directors who are selected as mentors. Mentor applicants must complete a self-assessment of their classroom, and their program director must agree to the conditions of their participation. Mentors and director mentors are selected by a local selection committee convened by a participating community college. Mentors are paid a stipend for mentoring new practitioners and for supervising student teachers. The average stipend of a classroom mentor is estimated to be $1,200 per year. A director mentor candidate undergoes a two-day training session and agrees to attend a subsequent director mentor seminar series. A director mentor is paid a stipend for guiding less experienced ("protégé") directors or site supervisors and for giving them practical help.

The program enables more than 700 early childhood education students and director protégés to have alternative placements for practicum experiences and to benefit from direct program consultation. The program offers additional salary compensation to 535 mentor teachers and directors.

<*http://www.ecementor.org*>

Kaplan Company (3–6)

Kaplan was founded on the principle that children remain our future's brightest promise and has, therefore, focused its services on enhancing children's limitless capacity to learn, explore, and play. To promote healthy learning environments, Kaplan provides training in the areas of curriculum, classroom management and arrangement, assessment tools, integration of component objectives, parental involvement, referral to services for children with disabilities, guidelines for observation, children's behavior, and management of a family child care business.

E-mail: <*serwin@kaplanco.com*>

Prekindergarten Learning and Development Guidelines Training Program (3–6)

Prekindergarten Learning and Development Guidelines, a document developed by the California Department of Education, represents the best thinking on the kind of education that is appropriate for all children aged three through five, including children with disabilities and other special needs. It provides a foundation for educators in planning and maintaining high-quality programs in California's diverse preschool settings and communities. Although the guidelines are not mandatory, they are strongly recommended by the California Department of Education for all prekindergarten programs.

The training program, a nine-hour distance learning course, is intended for all early childhood professionals

(Continued on page 44)

(Continued from page 43)

serving California's children, three through five years of age. The training is divided into three training sessions of three hours each. Each training session consists of two hours of interactive satellite broadcast and a one-hour small-group interaction led by a local facilitator. Participants are provided with additional support through Internet-based activities, interactive discussions, and feedback from the in-state coordinating team. Administrators and their staff are encouraged to take the training together.

Priorities for acceptance into the training program are as follows:

1. Staff of state-funded early care and education programs, including Head Start
2. Staff of federally funded Head Start programs
3. Center-based and family child care providers, both proprietary and nonprofit
4. Families, college instructors and trainers, directors, principals, superintendents, and anyone involved in improving and maintaining high-quality, developmentally appropriate care and education for young children

(916) 486-7762 or E-mail: <*pre-k@caeyc.org*>

Training Recipients of Temporary Assistance for Needy Families (TANF) as Child Care Teachers (1–2)

This successful two-year program trains TANF recipients to become child care and development teachers. During the first year of the training program, TANF recipients are selected and enrolled full time in community college course work. Participants are assigned mentor teachers to supervise their field placements and to provide them with support and tutorial assistance throughout the program. The second year of training includes 32 hours of paid employment per week and 40 units of continuing education—16 units in general education and 24 units in early childhood education. At the end of the two-year training period, each successful TANF recipient qualifies for a Child Development Teacher Permit.

The California Department of Education proposes an expansion of the program from five to ten geographic areas in the state.

Alice Trathen, (916) 323-1312

Training and Support

Action Alliance for Children (AAC) (All)

The Alliance provides information about current trends and policy issues affecting children and their families in California. Through its award-winning bimonthly newsmagazine, *Children's Advocate*, AAC provides in-depth coverage of child care, education, welfare reform, health, and other issues critical to the development of all children. With more than 30,000 readers, articles in Spanish, and a statewide network of sources, the *Children's Advocate* is the voice for the growing advocacy movement for children in California. The agency's bimonthly newsletter, *Master Calendar*, highlights conferences, training, and resources for child development professionals and provides links to organizations working on children's issues. AAC also produces videos, reports, fact sheets, and other materials on topical issues affecting young children; operates an extensive resource library and referral information system; and develops an annual multicultural calendar.

Other services provided by AAC include:

- Outreach through its project "Building Communications for the Movement for Children and Families" by building one-on-one relationships and enabling service providers and child advocates across California to share ideas and frontline reports with the *Children's Advocate*
- Forums that bring together child advocates, policymakers, providers, educators, and concerned media to discuss vital policy concerns
- Technical and administrative support for new collaboratives to improve programs and resources for children

<*http://www.4children.org*>

Bridging Cultures (All)

Bridging Cultures is a WestEd project that supports teachers in acquiring and using cultural knowledge to increase the educational success of their students. To achieve this goal a group of professional researchers has collaborated with a group of teachers in an action research project since fall 1996. Participating teachers attend a series of three workshops conducted by the staff researchers, after which they become researchers in their own classrooms and schools where immigrant Latino students constitute the majority. The teachers' explorations are guided by a cultural framework based on the values associated with *individualism* (the orientation of the dominant U.S. culture) and *collectivism* (the orientation of most immigrant cultures, American Indians, Alaska Natives, and others) and their influence on student behavior. Since 1998 the project has made over 90 presentations to teachers, administrators, teacher educators, researchers, and paraprofessionals.

Project strands are as follows:

- Developing workshops for a core group of teachers on *individualism* and *collectivism* and their implications for child rearing and schooling
- Documenting changes in the thinking and instructional practices of these teachers
- Supporting core teachers in developing their own skills as researchers
- Teaching core teachers to learn about cultures through ethnography
- Collaborating with core teachers to design and to provide professional development for other educators

(Continued on page 45)

Programs and Services

(Continued from page 44)

- Teaching preservice teachers, new teachers, and school counselors about the Bridging Cultures framework
- Publishing and disseminating materials on what has been learned

<http://www.wested.org>

California Child Care Resource and Referral Network (All)

The network coordinates services that assist local resource and referral (R&R) agencies in providing guidance to parents, child care providers, policymakers, and business and community leaders in each county. It develops innovative programs that are implemented by local R&R agencies. The network also works closely with elected officials and state and local leaders to ensure a broad-based understanding of child care issues. Working with local, regional, and statewide agencies, the network seeks to maintain, improve, and increase the supply of child care services through special programs that promote child care as a profession; produces materials to educate parents on good child care; trains child care providers in improving their services; and trains local agencies to recruit and prepare men and women for jobs in the field of child care.

Local R&R agencies are located in every county in California. Some large counties have more than one agency, and a few small counties may share an agency with a neighboring county. Over the last two decades, R&R services have evolved from a grassroots effort to help parents find child care to a well-developed system that supports parents, providers, and local communities in finding, planning for, and providing affordable, quality child care. The state, through the California Department of Education, Child Development Division, has supported these efforts since 1976.

R&R agencies provide the following services:

- Help parents find child care that best meets their family needs.
- Document parents' requests for child care services.
- Maintain comprehensive databases of child care providers in their communities, including licensed family child care homes and child care centers.
- Track providers' licensing status, the languages they speak, the age groups they serve, the schedules they offer, and the number of spaces available in centers or family child care homes.

The committee's intent is to encourage long-range child development policies and programs that are developmentally appropriate and socially advanced.

- Work with providers to improve and maintain the quality of child care and to increase the supply of child care in each county.
- Provide training and other services that help providers stay in business.
- Educate local communities and leaders to understand child care issues and to address child care needs effectively.

Contact information for local R&R agencies is listed in the County Resource Directory.

<http://www.rrnetwork.org>

California Child Development Policy Advisory Committee (CDPAC) (3–6)

The advisory committee acts as a citizens' review board. It is composed of representatives of five state departments and appointed members—parents, community members, and family child care and child center operators. CDPAC operates through two forums: (1) nine full committee meetings that are held annually and are open to the public; and (2) subcommittee and workgroup meetings that are open to public participation. Since its inception, the primary role of CDPAC has been to make public policy recommendations concerning child care and development to the Governor, the State Legislature, and relevant state departments. The committee's intent is to encourage long-range child development policies and programs that are developmentally appropriate and socially advanced.

CDPAC has a contract with CDE to provide guidance for local child care planning council activities. The councils are appointed by county boards of supervisors and county superintendents of schools pursuant to *Education Code* Section 8499.5. The councils assess the need for child care and development services and identify gaps in the supply of existing licensed center-based and family child care programs. Based on the information obtained through a periodic assessment of needs, the local planning councils establish priorities for the use of grant funds to address the child care needs of the community, including the expansion of child care services and training of child care staff and providers. These priorities typically specify the ages of the children, the target populations, the special needs or circumstances of families, and the geographic areas of service. Each year, CDPAC holds a statewide local planning council conference.

Contact information for local child care planning councils is listed in the County Resource Directory.

<http://www.cdpac.ca.gov>

California Children and Families Commission (Prop 10) (All)

The California Children and Families Act of 1998 (Proposition 10) established the California Children and Families Commission to provide a comprehensive, integrated system of early childhood development services for all California children from the prenatal period up to five years of age. Services are provided in each county

(Continued on page 46)

(Continued from page 45)

and at the state level and include various training and professional growth opportunities for early care and education professionals.

Contact information for each of the 58 county commissions is listed in the County Resource Directory.

<http://www.ccf.ca.gov>

California Virtual Campus Professional Development Center (CVCPDC) (All)

The center is a joint Web site project of El Camino and Santa Monica Colleges created under the auspices of the Chancellor's Office for the California Community Colleges. The CVC catalog of distance-education programs and courses continues the work of its predecessor, the California Virtual University Web site, in disseminating information on distance-learning opportunities at California institutions of higher education:

- *Information Exchange* encourages lively, ongoing discussions related to a variety of issues in the early care and education profession. Participants are free to contribute examples of how technology is used in teaching and learning; to post upcoming events and professional development opportunities; and to share interesting Web sites, ideas, and questions.
- *Discussion Board* allows participants to open discussions with child development and early child education faculty and staff. Special topics of interest are online teaching, teaching with the use of technology such as Power Point, and the use of Internet resources during lectures.

<http://pdc/cuc.edu/ac/acdev>

Child Development Teacher and Supervisor Grant Program (3–6)

Through grants administered by the California Student Aid Commission, this program provides assistance to students for college course work leading to the attainment of a child development permit in the following levels: teacher, master teacher, supervisor, or program director. Participants in this program are selected on the basis of financial need and academic achievement. As a condition of the grant, participants must commit to working one full year in a licensed child care center for every year they receive a grant. Commitments will be honored for students approved prior to July 1, 1997, under the pre-existing teacher loan assumption program.

Catalina Mistler, California Student Aid Commission, (916) 526-7976

Child Development Training Consortium (CDTC) (All)

The consortium is a statewide program that addresses the critical shortage of qualified child care workers in the state of California. It also supports the professional growth and development of those already working in the field. Funding for all program services is limited. The five main program services provided to eligible participants are:

- *Administrator Institutes.* CDTC sponsors a series of two- and three-day institutes throughout the state for the professional growth and development of program directors and site supervisors.
- *Career Incentive Grant.* Grants reimburse students for expenses incurred in taking college courses leading to a child development permit. The program serves individuals who attend a nonconsortium community college or a four-year college or university. Applications are processed on a first come, first served basis.
- *Child Development Permit Stipends.* CDTC pays all the application processing fees levied by the California Commission on Teacher Credentialing for child development permits, including those of program directors. In addition to the fees for first-time permits, funds are available to upgrade and renew all permits. If funds run low, the priority will be in the following order: first-time permits, upgrades, and, finally, renewals. Within each application category, the priority will be for lower-level permits.
- *Community College Reimbursement Program.* This program reimburses participants for specific educational expenses at 96 community colleges across California. It is available through the CDTC campus coordinator designated at each college.

- *Professional Growth Advisor Project.* Through 16 regional facilitators CDTC provides training and support to new and previously trained professional growth advisors. A registry of available advisors is maintained and disseminated and is available through the CDTC Web site.

Contact information for the 16 regional facilitators is listed in the Regional Resource Directory at the end of this document.

(209) 572-6080 or *<http://www.childdevelopment.org>*

(Continued on page 47)

Programs and Services

(Continued from page 46)

California Commission on Teacher Credentialing Pilot Program (All)

The commission's two-year pilot program for approving Alternative Education course work and Early Childhood Education programs—courses of study toward the child development permits—is scheduled to run through June 2001. The function of this unprecedented pilot program is twofold:

1. To examine and to validate course work offered through three organizations that are not regionally accredited; and
2. To approve Early Childhood Education programs offered through eight colleges and universities that are regionally accredited by the Western Association of Schools and Colleges (WASC).

Participants of the Alternative Education program, who may use no more than 12 semester units of course work in the program, may apply for a permit directly to the commission or through the Child Development Training Consortium. The commission will issue a permit to participants who take courses through a WASC-approved college or university on the recommendation of their institution.

Through the pilot program the commission establishes a cooperative relationship among alternative education agencies and organizations and community colleges. The program also enhances relationships with the commission and four-year institutions.

Further implementation of the program depends on its success and whether the commission elects to continue it.

Pilot sites for the Alternative Education course work are as follows:

- Development Associates, Inc., Walnut Creek and San Diego
- Montessori Western Teacher Training Program, Garden Grove
- San Francisco Bay Area Montessori Teacher Education Center, San Leandro

Pilot sites for the Early Childhood Education programs are as follows:

- American River College, Sacramento
- Grossmont College, El Cajon
- Modesto Junior College, Modesto
- Moorpark College, Moorpark
- Mt. San Antonio College, Walnut Creek
- Pacific Oaks College, Pasadena
- University of La Verne, La Verne
- University of California Riverside Extension, Riverside

(916) 445-3223

Development Associates (All)

Development Associates, Inc., in collaboration with the Region IX Head Start Association, state Head Start associations, and state Head Start Collaboration Offices, operates the Region IX Head Start Quality Improvement Center (HSQIC), which serves Head Start grantees and agencies in California. HSQIC objectives are to:

- Provide cost-effective and expeditious training and technical assistance to child care workers throughout the widely spread Head Start community.
- Build on established partnering arrangements with academic institutions and local and state health services.
- Assist in technology planning and assessment.
- Maintain a continuous improvement process for Head Start agencies.

HSQIC provides information services that include a Web site, a fax-on-demand system (QIC FAX9), and satellite equipment with teleconferencing capabilities, making possible a wide range of training opportunities. In addition, Pacific Oaks College has a third party agreement with HSQIC to offer accredited continuing education units as well as courses leading to bachelor of arts and master of arts degrees in early childhood and human development to providers of Head Start, Early Head Start, and child care services in Region IX, which includes California, Hawaii, Nevada, Arizona, and the Outer-Pacific islands.

<http://www.devassoc.com>

Local Program Quality Consortia Grants (All)

A network of more than 53 local child development program quality consortia throughout California provides an opportunity for child care workers to share successful child development program practices with each other and to assist peers in implementing these practices. The members of the local program quality consortia are employed in subsidized (e.g., Head Start) or nonsubsidized child care and development programs. Consortia funds, combined with other resources, enhance the quality of professional development activities and increase the availability of local workshops and conferences to consortia members and, often, to the public.

Contact information is listed in the County Resource Directory.

Regional Resource Centers to Develop Capacity of Local Agencies in Underserved Areas (5–6)

The legislative intent of *Education Code* Section 8269 is to "... promote equal access to child development services across the state." In keeping with this intent, ten regional community-based organizations, identified through the Request for Proposal (RFP) process, provide training and technical assistance to local agencies in underserved communities to enable those agencies to compete successfully for funds and to operate quality child care and development programs.

Contact information is listed in the Regional Resource Directory.

Web Resources

Advocacy/Children–Family Issues

The *Annie E. Casey Foundation* works to build better futures for disadvantaged children and families. The foundation's Web site strives to provide the best available data and analysis on issues affecting families as well as to disseminate grant information <*http://www.aecf.org*>.

Developmental Disabilities

The *Federal Interagency Coordinating Council* Web site covers federal activities related to young children with disabilities and infants and toddlers who are at risk of developing delays—children served under the Individuals with Disabilities Education Act. The site has a wealth of information for parents, caregivers, special educators, and others <*http://www.fed-icc.org*>.

The *Connections Project* trains and supports teachers in implementing developmentally appropriate inclusive classroom practices. Find out more about the project at its Web site <*http://www.sonoma.edu/cihs/connect.html*>.

Connect for Kids: Guidance for Grown-ups features on its Web site news items regarding various events affecting children, such as celebrations across the country of the importance of foster care; the introduction of a new bill to ensure all children have a chance to grow up safe, healthy, and educated; and information on uninsured children <*http://www.connectforkids.org*>.

Early Education Research

The *California Budget Project* engages in independent analysis of state fiscal and economic policy issues as well as public education with the goal of improving public policies affecting the economic and social well-being of low- and middle-income Californians. The Web site currently features a report entitled "California's Subsidized Child Care Center Funding Crisis" <*http://www.cbp.org*>.

Childtrends is a research organization that studies children, youth, and family issues through research, data collection, and data analysis. Its Web site features its new "What Works" table, which presents proven strategies and "best bets" for promoting early school readiness and early literacy. Reports and briefs are available, including "Beyond the Census: New Fact Sheet Highlights Trends Specific to Hispanic Children, Youth, and Families," at the Web site <*http://www.childtrends.org*>.

The *National Academy Press* publishes reports issued by the National Research Council, the National Academy of Sciences, and others. Some publications, such as *Early Childhood Development and Learning: New Knowledge and Policy*, may be downloaded at no cost at the Web site <*http://www.nap.edu*>.

Health and Safety

The *Consumer Product Safety Commission* Web site lists unsafe and recalled products. To receive an update whenever there is a product recall, register your e-mail address at the site <*http://www.cpsc.gov*>.

The *National Highway Traffic Safety Administration* Web site now includes information for parents, caregivers, and other interested persons about the correct use and installation of child safety seats <*http://www.nhtsa.gov*>.

Head Start Resources

The *Head Start Information and Publication Center* has a number of documents that are of interest to the early education community. Memorandums and program instructions provide tools, models, and techniques for use in program development and add detail to policy requirements. The center also updates Head Start performance standards on its Web site <*http://www.headstartinfo.org*>.

The *Region IX Head Start Quality Improvement Center (Development Associates, Inc.)* Web site has an extensive listing of the Web sites of various organizations and services related to early care and education. The Web site also lists the addresses of California Head Start grantees and delegate agencies <*http://www.devassoc.com/*>.

B R I D G E S

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